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# The Desirability and Feasibility of Intercollegiate Sports for College Women

Leigh F. Kieffer  
*Western Kentucky University*

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THE DESIRABILITY AND FEASIBILITY OF INTERCOLLEGIATE  
SPORTS FOR COLLEGE WOMEN

A Thesis

846

Presented to  
the Faculty of the College of  
Education  
Western Kentucky University  
Bowling Green, Kentucky

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

by

Leigh F. Kieffer

July, 1968

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THE DESIRABILITY AND FEASIBILITY OF INTERCOLLEGIATE  
SPORTS FOR COLLEGE WOMEN

APPROVED August 6, 1968:  
(Date)

William H. Sallee  
Director of Thesis

W.B. Koch

W.E. [unclear]

John D. Minton  
Dean of the Graduate School

211928

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

Competition is a major motivating force in the life of most individuals in our American culture. The ways in which this force is expressed are of a wide variety and differ in kind as well as degree; however, most individuals engage in some form of competition in their daily activities. The force of competition is a driving force, necessary to human beings in the development of the total personality; an inner urge that must be fulfilled.

The extent to which the element of competition should be included in the physical education program for women has been a topic of discussion for five decades and at times becomes a major controversial issue among professional physical educators. In the light of the needs of the modern college woman, some educators subscribe to the philosophy that the desire can be adequately met by providing well organized programs that offer competition within the colleges, excluding all elements of competition with other schools. Other educators hold to the point of view that some type of program should be developed beyond the intramural or class program to meet the competitive needs of the women in our colleges and universities.

### Importance of the Problem

To the college girl of average ability, a broad program of intramural sports fulfill's the needs and satisfies the competitive spirit. There is evidence, however, that for those girls endowed with above average ability, a program providing some competitive experience beyond what might be encountered in the class and intramural program is desirable. In fact it is probably true that most of these highly skilled girls excel in the class and intramural program without having the opportunity to challenge or explore their real potentials. In meeting the competitive needs of the exceptionally skilled girl, an organized intercollegiate program could provide the needed competitive experience.

### Purpose of the Study

The primary purpose of this study is to examine the present programs of physical education in Kentucky colleges; to determine the degree to which they meet the competitive sports needs of college women; and to explore the possibilities for enriching the program and to make recommendations for correcting inadequacies.

In considering the inclusion of a program of intercollegiate sports competition for college women, three questions are basic. First, what criteria should be used for evaluating present programs and determining the developing of an intercollegiate program for women? Second, what is the status of Kentucky colleges with regard to these pertinent criteria? Third, what is the direction Kentucky colleges can take in intercollegiate sports competition for women?

### Limitations of the study

This study was limited to an analysis of the questionnaires from sixteen men and women physical education instructors in Kentucky, representing sixteen colleges and universities, and to the analysis of available literature related to the study.

Much that has been written on the subject is out-of-date. That which has been reported is of great value to this study and establishes important and indicative factors to be taken into consideration by professional educators in the field.

### Sources of data

The sources of data for this study include:

1. Pertinent and related literature on girls and womens physical education programs.
2. Literature and studies related to the program of competitive sports for girls.
3. Literature of the American Association for Health, Physical Education, and Recreation.
4. Questionnaire survey of current practices relating to the program of physical education for college women in Kentucky and the opinions of women and men physical education teachers toward the inclusion of added competition.

### Definition of terms

In dealing with a subject of this nature, it is necessary for the reader to be familiar with the terms being used. Although they are not technical in the usual context it is desirable to clarify

the meaning as they are used herein. The following terms will be used repeatedly throughout the body of this report.

Competition.-- Competition means an ambition to equal or excel. "Competition exists in almost all forms of athletic activities."<sup>1</sup> There are about as many degrees of competition as there are people. It can be kept in desirable bounds as long as playing and winning are used as a means of satisfying the group involved. It becomes "intense" when outside pressure is applied to the group, thus placing winning above all other goals. Naturally the amount of intensity felt by the participant depends upon her own temperament and the degree and "climate" of public opinion. Therefore "intense competition" could be defined as competition which involves an artificial need for victory from such outside pressures as excitement, crowds, publicity, and the like.<sup>2</sup>

Program of physical education.-- The program of physical education, for the purpose of this study, is used to refer to the comprehensive physical education program which includes the instructional program, the intramural program, and any competition handled outside the limits of the institution involving students.

Intramural sports program.-- The term intramural sports program herein refers to that phase of the voluntary program of sports where competition and participation is arranged for groups within the institution. It excludes all types of participation with other schools or community organizations.

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<sup>1</sup>Florence A. Somers, Principles of Women's Athletics, (New York: A.S. Barnes and Company, 1930), p. 87.

<sup>2</sup>Ibid.

Intercollegiate sports program.-- The term intercollegiate sports program herein refers to scheduled contest in sports activities in which participants come from different localities, districts, or regions.<sup>3</sup> Teams are composed of students selected for membership on the basis of skill.

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<sup>3</sup>Maura Conslick, "Statement of Policies and Procedures for Competition in Girls and Women's Sports," Journal of Health, Physical Education and Recreation, XXVIII (September, 1957), p. 58.

## CHAPTER II

### RELATED READINGS

#### History

Ample portions of healthful and invigorating physical activity are a necessary phase of the education of both men and women. It is to be expected that the athletic activities that came to be a part of the program of education for boys and men would sooner or later be adapted in some measure by the girls in attendance in the public schools. While a period of athletic development, during the late nineteenth and early twentieth centuries, was emerging steadily for men and boys, social standards applied to women and girls in this period rendered participation in sports of a strenuous nature undesirable. Consequently, croquet was perhaps the most taxing of activities engaged in by women of that day.<sup>1</sup>

"The inclusion, in 1828, of physical education in the curriculum of the Hartford Female Seminary was a break in the cloak of tradition forbidding girls and women to engage openly in physical activity."<sup>2</sup> Although organized physical education was soon universally introduced into schools and colleges for girls and women, no actual

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<sup>1</sup>John E. Nixon, Lance Flanagan and Florence S. Frederickson, An Introduction to Physical Education, (Philadelphia: W.B. Saunders Company, 1967), p. 219.

<sup>2</sup>George E. Shepard and Richard E. Jamerson, Interscholastic Athletics, (New York: McGraw-Hill Book Company, Inc., 1953), p. 207.

sport was introduced. Programs consisted primarily of rhythms, calisthenics, and light hand apparatus work.

From the years 1880 to 1929, the emancipation years, college women increasingly enjoyed a new freedom in sports participation. Very important to the women's program was the invention of the game of basketball in 1891, by Dr. James A. Naismith. Although this game was developed primarily for men, women began to play it under modifications designed to prevent rough and inappropriate features. After this innovation in 1891, basketball expanded rapidly as a competitive sport for girls with winning as a primary purpose of the game. Coaching was done more or less casually by the male coach, who was as poorly equipped for the job as were the officials who knew very little about the rules for women.<sup>3</sup>

Following World War I, great impetus was given to the sports movement for women. Social changes permitted greater freedom for women, thereby creating many problems for physical education. Women were admitted to Olympic games as competitors in 1912 with competition being limited to swimming and diving. Track and field events were included in 1928.<sup>4</sup>

At the suggestion of Colonel Henry Breckinridge, President of the National Amateur Athletic Federation, a meeting was called in Washington, D.C., on April 1, 1923, by Mrs. Lou Henry Hoover to

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<sup>3</sup>Harry Alexander Scott, Competitive Sports in Schools and Colleges, (New York: Harper and Brothers Publishers, 1951), pp. 443-444.

<sup>4</sup>Women's Division, National Amateur Athletic Federation, Women and Athletics, (New York: A.S. Barnes and Company, 1930), p. 95.



organize the Women's Division of the National Amateur Athletic Federation.<sup>5</sup> Their main concern was the need for sound knowledge and guidance to overcome the undesirable tendencies which were prevalent in men's athletics and which were now developing in women's athletics. The Platform Statements of this organization aided greatly in influencing the attitudes of women toward athletic competition. This organization was maintained until 1940 when the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation was organized. Their slogan was: "The one purpose of athletics for women is the good of those who play."<sup>6</sup> This section is now a separate division with the vice president serving as a member of the Board of Directors of the American Association for Health, Physical Education, and Recreation. The purpose of the Division for Girls' and Womens' Sports (hereafter referred to as DGWS) is to promote desirable sports programs for all girls and women by formulating and publishing guiding principles and standards for the administrator, leader, official, and players; by publishing and interpreting rules governing sports for girls and women; by disseminating accurate information on the conduct of girls and women's sports; and by stimulating and evaluating research in the field of girls and women's sports.<sup>7</sup>

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<sup>5</sup>Women's Athletic Section, American Physical Education Association, Official Basketball Guide, (New York: American Sports Publishing Company, 1935), p. 69.

<sup>6</sup>Scott, op. cit., p. 448.

<sup>7</sup>The Division for Girls and Women's Sports, The American Association for Health, Physical Education and Recreation, Basketball Guide for Girls and Women, (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1966), p. 5.

With the turn of the Twentieth Century, the conception of womanly modesty and reciprocating types of clothing were nullified to make way for the new and daring spirit of the modern age. Emancipated women now took this newfledged freedom to initiate their right to organize their own sports and athletics. Being already cognizant of the numerous pitfalls involved in men's athletics, college authorities were justifiably careful in restraining overzealous actions to prevent the corresponding difficulties arising in relation to sports for girls. With this flow of freedom came certain levels of highly concentrated competition among teams of women and girls in colleges and high schools, much of it in interschool competition. This phase of development was so rapid that it almost ran wild. School authorities involved in competitive programs brought pressure to bear on this upsurge because of the abuses and problems that were encountered in this gravitation toward high competitive levels, and thus the movement was quickly restrained.

In recent years, numerous developments caused a revival of interest and attention to women competing in interschool or extra school contests. There are four main factors which nurtured this rise of interest.<sup>8</sup> The first and most important factor was the rise in organized programs of community recreation. Programs of this type began directing their activities toward preparation in skills that could be used in community recreation situations. Second was the part industrial concerns played by introducing organized recreation into their program of personnel development and public relations.

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<sup>8</sup> Scott, op. cit., p. 454.

They frequently sponsored athletic teams for girls and women. The third factor was the rapid rise of women to the championship class, particularly in individual and dual sports. The last factor was recognition of the part motor skills played in the personal and social development of girls and women.

In more recent events there has been a growing awareness of the fact that little recognition has been paid to the college sports program for women on high competition levels. As a result there has been a tendency toward providing interschool contests and regional tournaments in sports such as tennis, diving, swimming, golf, bowling, field hockey, archery, and basketball. But unlike men's competitive sports, these sports have not been arranged in any organized fashion such as leagues or conferences involving periodically scheduled contests. However, there is an ever-increasing number of tournaments in these activities which can test college women's competitive spirit. Nation-wide intercollegiate tournaments are becoming more prevalent in golf, tennis, skiing, equitation, swimming, synchronized swimming, and field hockey.<sup>9</sup> This appeals to most women leaders who favor these progressions as long as they are maintained under the proper controls and do not detract from the time and support needed to maintain the total physical education program and intramural program for girls. "Although these open tournaments are not organized entirely as educational enterprises, the fact remains that an ever-increasing number of girls and women participate in them."<sup>10</sup>

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<sup>9</sup>Ibid.

<sup>10</sup>Ibid.

### Opinions toward competition

As interest in competitive sports increased and programs materialized in some schools, various opinions were voiced as to its place in the curriculum. Today these opinions are still voiced and they continue to represent varying points of view ranging from complete opposition under all circumstances to complete endorsement. Objections are more frequently made against the way the program is conducted than against actual competition itself. "There is nothing wrong with competition, the problem is to so arrange the competition that it is beneficial to all concerned."<sup>11</sup>

Not only on the school level does the rally for competition prevail for women. The American Olympic Committee has provided a great deal of inspiration and encouragement in improving the quality and number of women participants for the American Olympic team. They have approached our college and university presidents in an effort to promote a more accelerated program of intercollegiate athletics for women for the purpose of broadening the field of choice for top competitors in intercollegiate competition.<sup>12</sup> Although these innervations convey a grand forecast for womens athletics, this whole proposition is subject to notable controversy and it therefore must be analyzed with grave scrutiny.

To better provide programs of merit for women, the AAHPER Division for Girls and Women's Sports has, since 1962, established

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<sup>11</sup>Charles E. Forsythe, The Administration of High School Athletics, (New York: Prentice Hall, Inc., 1948), p. 362.

<sup>12</sup>Sarah S. Jernigan, "Women and the Olympics," Journal of Health, Physical Education and Recreation, XXXIII (April, 1962), p. 25.

liaison with numerous organizations interested in varied sports activities. Division representatives consulted with the U.S. Volleyball Association, International Joint Softball Rules Committee, Women's National Aquatics Forum, Council on National Cooperation in Aquatics, and the National Federation of State High School Athletic Association. Representatives from both DGWS and AAU Committees on basketball have met to try and formulate some sort of a coalition between the two groups.<sup>13</sup> "DGWS has also recommended women to serve on some of the United States Olympic Games Committees when the request for DGWS representation came from an Olympic Games Committee chairman."<sup>14</sup>

In 1956 a new relationship was initiated between DGWS and the U.S. Olympic Development Committee to form the Women's Advisory Board for the U.S. Olympic Development Committee. Its aims are to extend, ameliorate, and organize programs concerned with Olympic activities by advancing our nation's athletic potential, and by putting into action the philosophy and standards of the DGWS. There is an universal desire to improve the skill of all girls regardless of motor ability level, and by so doing benefit the physical fitness of the entire nation.<sup>15</sup>

Alice Schriver, former chairman of the National Section on Women's Athletics, made this statement in January, 1947, concerning feasibility of more highly skilled competition:

Are intramurals enough to satisfy the needs of the highly skilled girls? No, certainly not. . . they've

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<sup>13</sup>Ibid.

<sup>14</sup>Ibid.

<sup>15</sup>Ibid.

already proven themselves superior to their intramural teammates. They want to match their skill against other good players. N.S.W.A. believes they should have this experience . . . .<sup>16</sup>

The intramural program can be the means to a greater level of competition and not an end in itself. It can provide an incentive for greater achievement. There seems to be a trend in physical education today asserting that intercollegiate contests can be valuable for women as well as men, therefore alleviating a double standard that has existed in the past. By this outlet highly talented women will find a constructive and useful outlet for their abilities.

#### Objectives

The intercollegiate program should be planned to meet the needs and interests of the women, which are not entirely met through the intramural program. Its chief values should lie in its contributions to the welfare of the participants. Brownell summarized the values and objectives thusly:

To satisfy the human desire of belonging to a group which represents the school; to stimulate greater interest in the physical education class program, and wider participation in the intramural program; to develop and maintain physical fitness among players; to provide opportunities for girls to become participants as well as spectators; to strengthen individual qualities such as initiative, resourcefulness, loyalty, cooperation, and other similar qualities, through game experiences of great importance to the individual; to encourage girls to become skilled in activities as a personal and social asset; to offer challenging competition to

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<sup>16</sup> Alice Schriver, "Competition: N.S.W.A. Faces the Issue," Journal of Health, Physical Education and Recreation, XX (September, 1949), p. 451.

the accelerated or gifted student in physical education; to offer opportunities for participation in activities that may be continued throughout life.<sup>17</sup>

This statement of purpose points to more specific goals. First, programs of physical education should meet the needs of all women, from the poorly skilled to the highly skilled. Second, balance must be maintained in our programs, not only in providing a variety of activities, but also in providing opportunities for the casual participant or those that aspire to be champions. Third, to provide better programs and more of them. Providing as many activities as possible, without regard for the highly skilled girl, is what the program has long been burdened with. More emphasis should be given in preparing the women to help those girls at the top end of the scale. In this respect women need the cooperation of qualified men. Fourth, to protect the health and welfare of the participants, and to judge the program in terms of the benefits it will provide the participant. Fifth, above all else the perspective of such a program of competition must maintain its perspective. The trend appears to be toward enhancing the quality in our programs today and the efforts of those interested must be for the best interests of the woman participant.<sup>18</sup>

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<sup>17</sup>Clifford L. Brownell, Chairman of the Joint Committee, Administrative Problems in Health Education, Physical Education and Recreation, (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1953), p. 117.

<sup>18</sup>Katherine Ley, "A Philosophical Interpretation of the National Institute on Girls Sports," Proceedings, First National Institute on Girls Sports Held November 4-9, 1963, at the University of Oklahoma in Norman, p. 14.

Establishing a program for the outstanding girl athlete is an easy task compared to the careful supervision that is required afterwards. There are characteristics in girls and women which must be taken into consideration when selecting and conducting a competitive sports program. Thought must be given to the girl's limitations, what she will be able to do, and of the "feminine image" which is such an important part of the American culture.

#### Physiological factors

The question of central importance is the extent to which girls can participate without physical harm in strenuous activity. That women differ from men is quite obvious; the extent to which these differences should limit participation is not altogether distinct. It is obvious that the expansion of a wholesome athletic program for women must ". . . experience certain guiding principles and standards, evaluation and research, proper selection of activities and stringent conduct in all its aspects . . ." <sup>19</sup> In the light of present research, there is no innate psychological or physiological characteristic which should warrant girls being barred from competition. "Some of the characteristics long believed to be limiting are as yet speculative and unproved." <sup>20</sup>

Moore divides the commonly believed "limiting factors" into three groups: (1) timeworn prejudices that have no specific foundation; (2) characteristics that are observable but interpreted

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<sup>19</sup> Marjorie Phillips, Katherine Fox and Olive Young, "Sports Activity for Girls," Journal of Health, Physical Education and Recreation, XXX (December, 1959), p. 10.

<sup>20</sup> Scott, op. cit., p. 450.



in relation to social customs; and (3) those biological characteristics that have been proved. The first two are far more prevalent.<sup>21</sup>

It is self-evident that girls and women cannot compete with members of the opposite sex on an equal basis. Therefore, comparisons between the sexes are made only because one must envision a women's competitive sports program with the current men's program as a reference point.

The skeletal framework of the female is less rugged than that of the male, who has larger and longer bones . . . . Women differ from men in that they have relatively smaller breathing capacity, a faster pulse rate, and after puberty a somewhat slower blood pressure . . . . Comparatively, women have less muscle strength and speed of contraction, but there appears to be no appreciable difference in dexterity.<sup>22</sup>

By and large, in considering averages, it is true that; . . . girls cannot run as fast, hit as hard or jump as high, throw as far, nor kick with as much force as boys of comparable age. On the average, girls are smaller than boys except for the brief years of preadolescence when they spurt ahead of them in height and weight. Proportionately, girls have slightly shorter legs, slightly wider hips, slightly narrower shoulders, lower centers of gravity, less muscle per pound of body weight, and less strength per unit of muscle than boys . . . .<sup>23</sup>

One question of importance relates to the menstrual cycle of the female with regard to certain types of physical activity. Will certain exercise impair this function or will it assist in

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<sup>21</sup>Ray B. Moore, "An Analytical Study of Sex Differences as They Affect the Program of Physical Education," Research Quarterly, XII (October, 1941), p. 587.

<sup>22</sup>Harry Alexander Scott, Competitive Sports in Schools and Colleges, (New York: Harper and Brothers Publishers, 1951), pp. 450-451.

<sup>23</sup>Women's Division, National Amateur Athletic Federation, op. cit., p. 95.

its natural development? In many instances the consideration given to the delicacy of the female sexual apparatus has been grossly exaggerated.

Evidence supports the view that moderate activity during the menstrual period was not necessarily harmful. On the contrary, many tests have indicated that exercise is associated with a marked reduction in the incidences of dysmenorrhea.<sup>24</sup> However, facts about menstruation have been shaded by past prejudices and misconceptions. In a number of recent articles and studies, it has generally been concluded " . . . participation in all sports activities, before, during, or after menstruation causes no deleterious effects on the normal menstrual cycle."<sup>25</sup>

In recent studies conducted on competitive women athletes the consensus of opinion seemed to be that performances during this period appeared to be influenced more by psychological factors than physical factors.

Concerning broad jumping, McCloy disproved the belief that this activity had detrimental affects on the position of the uterus.<sup>26</sup> Likewise, concerning other misconceptions about the generative organs of the female -- it has been stated that there is no known exercise of

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<sup>24</sup>Frances Hillebrandt and Margaret Meyer, "Physiological Data Significant to Participation by Women in Physical Activities," Research Quarterly, XXVII (March, 1956), pp. 60-73.

<sup>25</sup>Rose and Hal Higdon, "What Sports for Girls," Today's Health, (October, 1967), p. 23.

<sup>26</sup>Moore, op. cit., p. 587.

any kind, good for general health, which could be detrimental to these organs.

. . . They are exceedingly well protected by the bony irame-work of the pelvis against external violence (much more so than the male), and they are less likely to be affected by overfatigue or chill than the skeletal muscles, the lungs, the heart, and the organs of digestion.<sup>27</sup>

Many studies have been conducted to obtain additional information concerning exercise and menstruation. The results of three of these are given here.

The authors of one study came to the conclusion that healthy women may pursue their sport during menstruation, but that the demands on the body should not exceed those of daily practice.<sup>28</sup> This conclusion was reached after tests of 1,561 competing women during the Cologne Gymnastic Festival in 1928. A certain amount of favoring on the day before the period was deemed advisable.

The Baltimore Survey, covering some 974 girls and women, showed that only five per cent of this number were actually ill during the menstrual period and that twenty-one per cent were annoyed for three to five days during the period.<sup>29</sup>

In 1959 a questionnaire survey was administered to several gynecologists and women doctors concerning the participation of girls

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<sup>27</sup>Ib d., p. 601.

<sup>28</sup>Carl Schrader, "The Influence of Physical Education Activities Upon Constitution, Child-Bearing, and Menstruation of Women," Journal of Health and Physical Education, I (November, 1930), p. 47.

<sup>29</sup>William Burdick, "Safeguarding the Athletic Competition of Girls and Women," American Physical Education Review, XXXII (May, 1927), p. 367.

and women in vigorous physical activity, intense competition, and swimming during any one of the three phases of their menstrual period. It was concluded that no restrictions should be placed upon girls and women in vigorous physical activity, intense competition, and swimming during the menstrual period. However, the few doctors advising a moderation in activity recommended that limitations should be observed during the first half of the period. All agreed that during no part of the menstrual period should there be complete abstinence from the normal routine of physical activity.<sup>30</sup>

Another big issue in relation to strenuous activities is that of the ultimate effect on childbirth. As has been previously stated,<sup>31,32,33</sup> the delicacy of the female generative organs has been over exaggerated. Because of the evils attributed to our sedentary, civilized life, a tendency toward physical inactivity in pregnancy has arisen. Thus the route to motherhood was inactivity before more research became available. Most women believed that inactivity was imperative during the gestation period. In more modern obstetrics and gynecological therapeutics, anesthetic techniques encourage a more "natural" childbirth, with muscle coordination and tone being fundamental at delivery time. In addition, exercise helps control weight gains and provides more efficient physiological responses during childbirth.

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<sup>30</sup>Phillips, Fox and Young, op. cit., p. 10.

<sup>31</sup>Nixon, op. cit.

<sup>32</sup>Schrader, op. cit.

<sup>33</sup>Scott, op. cit.

Generally, narrower hips are more prevalent among women having athletic backgrounds than the nonathletic woman. This is probably due to the advantages of narrow hips in most athletic performances and not to development of narrow hips through such participation. Regardless of why, the problem in childbirth lies not in the width of the pelvis but in the sedentary habits of the mother.<sup>34</sup>

Many physicians recommend that women working at sitting jobs during pregnancy should stop working around the fourth month. However, women who have heavy walking jobs, as nursing, are allowed to work up to the full time. "Medical opinion seems to favor exercise in connection with childbirth in that labor tends to be easier and convalescence shorter."<sup>35</sup> In a study conducted by Dr. Gyula J. Erdelyi, it was discovered that 87.2 per cent of female athletes deliver their babies faster than non-athletes. During the Olympic Games in Melbourne, Dr. Erdelyi learned that three of the track and field women athletes competed while pregnant, and of the other women competitors studied two-thirds of them continued competition during the first three months of pregnancy.<sup>36</sup>

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<sup>34</sup>Balke, Bruno, "Physiological Readiness for Competition," Presented at the National AAHPER Convention in Chicago, (March 21, 1966).

<sup>35</sup>Arthur S. Lamb, Josephine Rathbone and Peter Karpovich, "Contributions of Physical Education to Medicine," Journal of Health, Physical Education and Recreation, XXI (February, 1950), p. 101.

<sup>36</sup>Erdelyi, Gyula J., "Women in Athletics," Reproduced with permission of the American Medical Association, Committee on the Medical Aspect of Sports, Proceedings of the Second National Conference on the Medical Aspect of Sports, 1960.

## Summary

Most authorities feel that too much overemphasis has been placed upon the delicacy of the female reproductive apparatus and the amount of activity desirable during the menstrual period. According to more recent research, participation in active sports is not believed to delay the onset of the menarche or contribute harm to this process. Also, there is no reason why exercise or participation in most sports, keeping in mind moderation, should not continue during the menses.

Most doctors feel that physical activity has positive value in preparation for childbirth.

## Psychological factors

Today girls seem to be more excitable, more sensitive to opinion, and more likely to give expression to emotional aspects than boys, yet it is easy to forget how completely girls have been protected due to society's past mores. Few experience any organized athletic competition throughout their youth; therefore, they could not be as well adjusted to competition as their male counterpart.

The nature of competition seems important. Girls should avoid physical contact in their games, since it has been found that many neuroses in women have been caused by scratches, blemishes, and disfigurements of the face.<sup>37</sup>

Little, if any, evidence has been given to prove that the nervous system of the man differs from that of the woman. "In both

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<sup>37</sup>Bruce C. Ogilvie, "The Unanswerable Question: Competition, Its Affect Upon Femininity," Presented to the Olympic Development Committee, Santa Barbara, California; June 30, 1967.

boys and girls, the measurement of instinctive, emotional, temperamental and moral traits are about the same."<sup>38</sup> Yet some unacceptable display of emotions could be attributed to the lack of competitive experience for women.

Steinhaus poses the thought that the differences in emotional stability between men and women of the present age is subsequently due to the degree of exposure to the "emotional overload" experience that they encounter in their related programs of physical education.<sup>39</sup>

Savage, a staff member of the Carnegie Foundation for the Advancement of Teaching, spoke of the values of activities to women as follows:

The ability to hold an even temper and to control the emotions is not an inherited characteristic; it is acquired only through the mastery of crises. If we look about for a place where the girl . . . can most pleasantly acquire emotional control through the mastery of crises, we need search no further than the playing field . . . . If the lesson of self-control be thoroughly acquired through the games and sports of youth, it is possible . . . that the emotional "carry-over" into the affairs of later life amply justifies the encouragement of sports to this as well as to other ends . . . .<sup>40</sup>

Girls need to learn to cooperate with and to compete against others and, in so doing, to control their emotions.

<sup>38</sup>Scott, op. cit., p. 451.

<sup>39</sup>Arthur H. Steinhaus, Toward an Understanding of Health and Physical Education, (Dubuque, Iowa: Wm. C. Brown Co. Publishers, 1963), p.

<sup>40</sup>Howard J. Savage, "Athletics for Women from a National Point of View," Journal of Health, Physical Education and Recreation, I (June, 1930), p. 13.

### Sociological factors

It is often stated that the democratic idea of fair play and group participation can best be exemplified in athletics. Each must learn to do her part to enhance the glory of the group. "Athletic competition can be a wholesome equalizer. Individuals on the playing field are judged for what they are and for what they can do, not on the basis of the social, ethnic, or economic group to which their families belong."<sup>41</sup>

In a questionnaire study of 1,115 college freshmen and sophomore women, Broer and Holland discovered that the subjects were very aware of the social values of their physical education program. Of the respondents, ". . . 83.5 per cent checked 'to have fun,' 56 per cent 'to make new friends,' 42.3 per cent 'to learn to control myself and be a good sport,' 40 per cent 'to get along with and understand other people,' 22.2 per cent 'to feel that I belong to a group . . . .'"<sup>42</sup>

It seems important for a girl to be able to display skills in sports and to have a knowledge of sports to be a good companion to the male. Relationships are better when the woman can at least be an intelligent spectator. Attendance at amateur and professional athletic contests and events by both sexes is increasing at a very rapid rate. Good relationships with the opposite sex is a very important aspect in the social development of a woman.

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<sup>41</sup>The Educational Policies Commission, op. cit., p. 4.

<sup>42</sup>Charles C. Cowell, "The Contributions of Physical Activity to Social Development," Research Quarterly, XXXI (1960), p. 287.



There appears to be little doubt that our social environment is becoming increasingly favorable to women's self-assertion. "This assertion could even be in the realm of sport participation if women wanted it. Self-assertion has found few bounds in other forms of human endeavor by women, so why should this not be true in sports?"<sup>43</sup>

#### Feminine attractiveness

In the preceding section, companionship with the opposite sex was discussed. Of importance to this is for a girl to possess feminine attractiveness. An often quoted view is that intercollegiate competition, or any form of athletic endeavor for girls and women, tends to lessen feminine attractiveness. Hellebrandt and Meyer make a clear and realistic observation relative to this objection, stating that:

It should, of course be the ambition of every department of physical education to preserve and add to the feminine qualities of girls and women. There is little evidence that properly conducted athletic competition coarsens or renders women less attractive than they were when they chose to engage in competitive sports. It may be said, however, that a healthful, vital appearance, skillful bodily movements, and a degree of poise in group relations, all of which may be gained through properly conducted competitive sports, are desirable assets to the modern American ideal of womanhood.<sup>44</sup>

It is true that muscular development may tend to make the shoulders more broad. Some noted changes in the bony structure

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<sup>43</sup>Huelster, Laura J., "The Role of Sports in the Culture of Girls in the United States," Prepared for the Second National Institute on Girl's Sports, September 27, 1965, p. 6.

<sup>44</sup>Hellebrandt and Meyer, op. cit., p. 12.

resulting from longtime specialization have been pointed out. However, these were not enough to alter basic changes in an individuals body build.<sup>45</sup>

In a more recent report by Rose and Hal Higdon, they state:

The fear of some girls that they might become muscle-bound by engaging in sports are largely unjustified. If anything, athletic activity will probably improve their posture and carriage.

. . . Lately the public has become aware that the larger percentage of girls competing in sports . . . are quite attractive young ladies.<sup>46</sup>

Because of traditional thinking, most girls refrain from participating in activities that tend to develop large bulging muscles; however, strength and power are more important than body build.

#### Chapter summary

The most conclusive thing that may be said of research on characteristics of girls and women in connection with competitive sports is the lack of findings discouraging competitive sports for women. On the contrary, such programs can be of as much value to women as to men. Childbirth and menstrual functions are not adversely affected by exercise and participation in sports activities. Emotional self-control can be acquired through mastery of crises available in competitive athletics. Feminine attractiveness is seldom altered significantly by athletic participation.

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<sup>45</sup>Espenschade, Anna S., "Women and Competitive Sports," Proceedings, First National Institute on Girls Sports held November 4-9, 1963 at the University of Oklahoma in Norman, p. 28.

<sup>46</sup>Rose and Hal Higdon, "What Sports for Girls," Today's Health, (October, 1967), p. 75.

At the same time, the literature points to certain precautions that should be taken. Severe exercise can be harmful at certain times of the menstrual cycle. Contact sports can end in psychological tragedy for some women. Generally, exercise and competition is recommended, but only when accompanied by proper safeguards.

## CHAPTER III

### PROCEDURES

#### General procedures

The gathering of these data was made possible through the cooperation of the heads of the women's physical education departments in the four-year colleges and universities throughout the State of Kentucky who participated in the questionnaire study. A list of these four-year colleges and universities was secured from the "Education Directory," Part III, 1967-1968.

A double postcard was sent to each possible respondent requesting him or her to express a willingness or unwillingness to answer a questionnaire concerning the desirability and feasibility of intercollegiate sports for women in Kentucky institutions. Those who failed to answer the first inquiry were contacted by telephone so as to secure an immediate response. The final list of respondents was taken from those indicating a willingness to cooperate in the study. To these were sent a letter of acknowledgment and the questionnaire. A maximum of four weeks was set for the completion and return of these questionnaires.

As Table I indicates, twenty-three educators in the state were initially contacted, and of this number, seventeen signified their willingness to participate in the survey and were subsequently sent copies of the questionnaire. Finally, sixteen questionnaires were completed and returned.

TABLE 1  
 DISTRIBUTION OF RESPONSES BY TYPE  
 AND ENROLLMENT OF SCHOOL

Nature of Institution	Number Responding
Public-Supported	6
Private-Church	6
Private-Other	4
Group A (-5000 students)	11
Group B (5000-8000 students)	2
Group C (8000+ students)	3

The questionnaire

The purposes of the questionnaire were to examine the existing scope of the program of physical education; attempt to determine the degree to which these present programs meet the needs of the individuals they serve; and to seek the attitudes of men and women physical educators toward the possibility of enriching the present programs.

The questionnaire was divided into eight sections dealing with: (1) general background information concerning each institution; (2) developmental organization; (3) required physical education or non-major activity program; (4) intramurals for women, including W.R.A. and/or W.A.A. activities; (5) activities included in the required-elective physical education program for women; (6) facilities available for required-elective program, intramural and intercollegiate programs;

(7) general attitudes of physical education instructors toward expanding competitive opportunities; and (8) practices in existing programs of intercollegiate sports competition. The questionnaire used may be examined in Appendix A.

As a means of organizing and interpreting the replies, the responses were tabulated according to the size of enrollment of the institution and the type of institution. The latter category consisted of state-supported colleges, private-church supported colleges, or private-other colleges. When analyzing by size, three groupings were used--those colleges enrolling less than 5,000 students (Group A), those composing an enrollment from 5,000 to 8,000 students (Group B), and those schools for which the enrollment was more than 8,000 students (Group C). Of the total sixteen colleges responding there were six state-supported institutions, six private-church endowed institutions, and four private-other schools. Eleven of the colleges were in Group A, two in Group B, and three in Group C. In the case of those schools not indicating a total enrollment, the figures were secured by the writer from the "Education Directory," Part III, 1967-1968. Table I shows the distribution of responding schools.

#### Selection of criteria for determining readiness for intercollegiate sports

There are many problems to be faced when considering the possibility of including some sports on an intercollegiate basis. In the following sections the writer has selected certain criteria, already established by DGWS, to be used in determining the readiness for intercollegiate sports.

Sports to be included.-- Girls and women should have a sports realm of their own, initiated by women leaders, and founded upon safeguards and moderations. The program should be well organized to present training in all skills involved in individual, dual, and team sports so that a broader, more varied scope of athletics can be presented to a larger number of participants.<sup>1</sup> Too often volleyball and basketball have been the only activities provided in competition. Because of the background of most of our women entering college, there is a need for more or stronger emphasis on individual and dual sports in which they can engage with members of the opposite sex. These factors should be taken into consideration in developing a program for women.

Due to more advanced research today it need not be said that girls should necessarily refrain from heavy lifting or participating in activities requiring hard landings in the vertical position. Activities requiring skill are beneficial, while those demanding a high degree of endurance, strength, and speed are undesirable when considering averages. Modern biological advancement:

. . . Supports the belief that quantitative standards of achievements in athletic performance should be different for girls and boys, but it provides little if any basis for differentiating between the sexes in relation to the nature of those performances and the values accruing from them . . . .<sup>2</sup>

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<sup>1</sup>Rose and Hal Higdon, "What Sports for Girls," Today's Health, (October, 1967), p. 75.

<sup>2</sup>Eleanor Metheny, "Relative Values in Athletics for Girls," (University of Southern California, 1965), p. 1. (Mimeographed)

The program of physical activities should be one developed uniquely to accommodate the specific needs and interests of girls and women. As women differ from men, so also should the inter-collegiate program differ to be in agreement with what is culturally acceptable to compensate their individual roles in society.<sup>3</sup>

All should participate in activities suited to their interest and abilities. Such team sports as volleyball, field hockey, and bowling provide excellent opportunity for learning a variety of skills. Special emphasis should be put on individual and dual sports as golf, swimming, badminton, tennis, tumbling and gymnastics, track and field, and others that do not involve bodily contact or exploit feminine attractiveness and are more socially acceptable than the more "mannish" activities engaged in by men as well as women.<sup>4</sup> Particular regard should be placed on activities in which the majority of women will participate after leaving college. The underlying value to be attained here is the acquisition of more creative abilities rather than winning a team championship, or commercializing athletic sports.<sup>5</sup>

Team membership.-- In each sport, regardless of the type, the most important factor to be stressed is the need for teams to be as nearly equal as possible. All individuals should be somewhat alike in skill and, if possible, grouped homogenously. Equalization is

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<sup>3</sup>"Basic Issues," Journal of Health, Physical Education and Recreation, XXXIII (May, June), p. 6.

<sup>4</sup>Rose and Hal Higdon, op. cit.

<sup>5</sup>The Division for Girls and Women's Sports, The American Association for Health, Physical Education and Recreation, Basketball Guide for Girls and Women, (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1966), p. 5.



desirable in order that participants may have greater personal enjoyment, physical safety, and social satisfaction.<sup>6</sup>

A medical examination should definitely be one of the requirements for membership on a team. This should include a thorough examination of heart and circulatory system, menstrual function, lungs, ear, eye, nose, throat, and nutritional condition. The physician should be supplied with a statement from the coach explaining the competitive aspects of the various sports open to the girls.

Schedules.-- According to DGWS, scheduling of sports activities for girls and women ". . . should be in accordance with their needs and that their schedule should not be required to conform to a league schedule established for boys and men's sports . . . ." <sup>7</sup> Scheduling should therefore allow participants to meet on a more informal social basis.

No amount of equalization can guarantee a good program unless careful supervision is applied in the scheduling of practices, games, and tournaments. Care must be taken to protect the health and safety of the participant.

Two practice periods or one practice period and one game per week should be minimal. Academic work is often neglected where intensive scheduling and numerous practices are enforced. It has been suggested by DGWS that practice periods should never exceed the length of the game. An excess of this might tie up equipment and teacher time which should be used for the class and intramural program.

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<sup>6</sup>Ibid.

<sup>7</sup>The Division for Girls and Women's Sports, op. cit., p. 158.

Games scheduled in the afternoon would be the ideal arrangement, recognizing that this might prove impractical in many cases because of location. If night games are scheduled, students should be able to return home before midnight. Traveling extremely long distances should be avoided wherever possible.

Games, where possible, should be scheduled separately from the men. "The National Section for Girls and Women's Sports is opposed to 'curtain raisers' -- games which are preliminary to the boys games."<sup>8</sup> It is the consensus of opinion that this is one more safeguard against commercialization and exploitation.

Rules.-- In all scheduled games the official rules authorized by the Division of Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation should be used. These rules have been formulated to make the game safe and interesting to the players.

They allow ample range for the exercise of the high skill and ample opportunity for challenge and excitement in play . . . . The use of any but these official rules is incompatible with the well-conducted athletic program . . . . Under no conditions is it justifiable to modify rules in such a way that the protective restrictions which they impose are violated. If a game must be played badly, it should not be played at all . . . .

Publicity.-- Controlling publicity is another big problem in the administration of the program. A great deal of the blame can

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<sup>8</sup>Maura Conslick, "Functions and Purposes of NSGWS," Journal of Health, Physical Education and Recreation, XXVIII (October, 1956), p. 51.

<sup>9</sup>National Section on Women's Athletics, Standards in Athletics for Girls and Women, (Washington, D.C.: American Physical Education Association, 1935), p. 30.

be attributed to the newspapers for some of the undesirable features attributed to men's and women's athletics. Too many reporters, with little knowledge of the educational point of view, have trained the public to expect a certain sensational treatment of the subject of athletics. If public sentiment toward athletics is to improve, then the colleges must have more cooperation from the community, interested members of colleges, including the press.<sup>10</sup>

It is much better to give recognition to the team rather than to the individual, as it tends to motivate the development of team spirit rather than self-interest. If possible it should be directed toward the student bodies of the institutions involved. Since public attitude is so easily influenced by the information it receives concerning school programs, printed publicity should be controlled by school officials.

Coaching.-- The program cannot be satisfactory unless the leadership is good. Activities comprising the program of competitive sports for girls and women and the manner in which they are to be conducted are matters that must be in the hands of professionally competent women physical educators. The DGWS recommends trained women coaches. A trained woman usually understands better than does a man the intended spirit of the girl's game as well as the mental, physical, and emotional make-up of the girls with whom she is working.<sup>11</sup>

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<sup>10</sup>National Section on Women's Athletics, op. cit., p. 30.

<sup>11</sup>Maura Conslick, op. cit., p. 53.

For a coach to be able to develop the possibilities of the game, she must have enjoyed playing by the rules herself; a man could not possibly have had this opportunity. Also, the woman is probably the better person in maintaining close relationships with girls, so that consultation about personal matters would be more open. "There are many men coaches who are better able to safeguard girl athletes than are many women coaches. But of the two, if both are properly trained for the task, the woman is superior for girl's supervision."<sup>12</sup>

A leader or instructor should not be judged on the winning of games, but rather the type of game her girls play, their conduct, form, and physical condition. The number of participants and their improvement should also be considered. The ability of this leader to attain these objectives depends upon her personality, her character, her philosophy, and her general attitude toward physical education and recreation.<sup>13</sup> In addition to these qualities, she should be trained in coaching as well as physical education.

Policies.-- There are two general policies which should be observed in the program of girls' intercollegiate sports as noted by the DGWS statement of policies.

The first concerns finances. This has been a widespread problem in almost all areas where this type of program is in existence. The desire to make money should never become an objective

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<sup>12</sup>Mable Lee, The Conduct of Physical Education, (New York: A.S. Barnes and Company, 1937), p. 440.

<sup>13</sup>Florence A. Somers, Principles of Women's Athletics, (New York: A.S. Barnes and Company, 1930), p. 85.

of any athletic program; commercializing the program has been one of the main objects of criticism. The program should be financed under the total institutional budget so that it will be assured.<sup>14</sup> In other words, the program should not have to maintain itself on fluctuating terms.

Second is the policy governing awards. Recognition of athletic accomplishments should be restricted to awards which have the least possible intrinsic value. DGWS believes that ". . . when awards are given, they should be inexpensive tokens of a symbolic type, such as ribbons, letters, and small pins . . ."15

Officiating.-- Good leadership includes officials as well as coaches. The success of a contest depends largely on whether or not competent officials are employed. They should be selected on the basis of expertness and their ability to be non-partisan.

The minimum preparation for officiating is a thorough knowledge of the rules and regulations governing play. She must be capable of making quick decisions; failure to do so would endanger her status. The best officials are those who have earned National Officials Ratings under the program set up by the DGWS or those sanctioned by DGWS.<sup>16</sup>

The National Section of Women's Athletics discussed the problem of officiating as follows:

It is good practice to place women in official control of girls' and women's games. It is obvious

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<sup>14</sup>The Division for Girls and Women's Sports, op. cit., p. 29.

<sup>15</sup>Ibid.

<sup>16</sup>The Division for Girls and Women's Sports, op. cit.

that the difference in standard rules for men and women will handicap men officials . . . . Moreover, men are less certain to be aware of special considerations such as health safeguards . . . . An invariable rule cannot be set. It is manifestly more desirable to engage the services of a competent man official than to allow a game to be run badly by a woman. Under present conditions, there are comparatively few situations in which a competent woman official cannot be obtained if the effort is made. Therefore, the use of men officials for women's games is justifiable only under exceptional circumstances, and then only when the man measures up to the qualifications set for proper officiating.<sup>17</sup>

Summary.-- Intercollegiate athletics would constitute a very significant part of the program of physical education. The planning, direction, and supervision should follow the best practices utilized in other areas of our educational program. If conducted properly, they have a contribution to make to the education of girls beyond the experiences available in other programs. The values to be derived from this type of program are numerous; the extent to which these values are achieved depends on the organization and leadership it receives. The program should be under the direct supervision of the women's physical education department and it should be an outgrowth of the instructional and intramural programs.

#### Procedures in applying criteria to Kentucky colleges

In selecting criteria for determining the readiness of Kentucky institutions for intercollegiate sports, the writer felt it wise to simplify these afore mentioned criteria as set up by DGWS to three main categories of interest. These three included

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<sup>17</sup>The National Section on Women's Athletics, op. cit., p. 29.

1) adequacy of present programs and leadership, 2) adequacy of present facilities and equipment, and 3) adequacy of budget. These criteria then were used by a jury of three experienced physical educators at Western Kentucky University for the purpose of evaluating, in a rank order, each of the responding colleges surveyed in these areas. The following statements are explanations of the three broad categories used in the evaluation of the sixteen responding colleges in the State of Kentucky.

Program and leadership.-- According to the present women's staff and present incentives in working the intramural program, the jurors were asked to determine the feasibility of adding the additional intercollegiate program to each institution's framework. Would it tend to drain or weaken the other two phases of the physical education program?

Facilities and equipment.-- The jury was to determine if the existing facilities in present programs indicated by the questionnaire, could, in addition, be utilized for intercollegiate programs. Certain factors to be considered under this section were internal organization within the physical education department, priorities in use of existing facilities, and how well the required-elective and intramural programs were already accommodated by these facilities.

Budget.-- Financial support for the intercollegiate program was judged in terms of whether or not the budget was a definite part of the institutional budget. This allotment need not have been specifically earmarked for women's intercollegiates but may have been included under recreation, miscellaneous, or other headings. Budget

arrangements for current intramural programs were used significantly in making these judgments.

#### Summary

The questionnaire surveys were analyzed with regard to existing problems and practices encountered in the required, intramural, and intercollegiate programs for women. Attempts were made to determine the readiness of these present programs to incorporate competitive intercollegiate programs through selected criteria established by DGWS guidelines.

Since the Kentucky colleges surveyed did not endorse intercollegiate programs to any great magnitude, the above criteria were reduced to three basic categories which were felt imperative in the establishment of strong intercollegiate programs for women. These three included 1) leadership, 2) facilities, and 3) budget. The jury of three experienced physical educators from Western Kentucky University were then asked to evaluate each responding college on the grounds of how adequate they felt the colleges were in these areas.



## CHAPTER IV

### ANALYSIS OF CURRENT PROGRAM PRACTICES IN KENTUCKY COLLEGES

Analysis of programs in Kentucky institutions was essential in examining the possibilities of incorporating expanded competition in the present curriculum. These existing physical education programs were studied from the standpoint of administrative policies and practices, the instructional program, the intramural sports program, and the intercollegiate sports program when appropriate. According to the criteria set forth by the DGWS of the AAHPER, each of these areas are important in determining the capacity of each school to enter into intercollegiate sports for women.

Although it was beyond the scope of this study to thoroughly evaluate each physical education program in the colleges and universities studied, existing conditions as related to such factors as personnel, class instruction, equipment and facilities, and intramural sports for women were analyzed so these criteria for intercollegiate sports could be applied. The results of these findings are presented under the following headings: general information; departmental organization; required physical education or non-major activity program; activities available; facilities; attitudes toward intercollegiate competition; and practices in existing programs of intercollegiate sports.

General information

Men's varsity athletic affiliation.-- Three colleges indicated that no men's varsity athletics existed within their institutions. All of these colleges were in Group A which were the smaller colleges having enrollments of less than 5,000. Two of these were all-womens' institutions. One of the state-supported schools, indicating more than 8,000 enrollment, was affiliated with the Southeastern Conference, four were members of the Ohio Valley Conference, and three belonged to the Kentucky Intercollegiate Athletic Conference. Four were classified as Independents; that is, having no designated conference. Of this group one was a state-supported college, two were church colleges, and the fourth was a private-other institution. One of the colleges failed to indicate any affiliation. In Table II, this information may be seen along with figures related to types of institutions and enrollment grouping.

TABLE 2  
 FIGURES RELATED TO GENERAL INFORMATION

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUPPORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>a</sup>	GROUP B <sup>b</sup>	GROUP C <sup>c</sup>	
No Varsity Athletics For Men	0	1	2	3	0	0	3
Southeastern Conference	1	0	0	0	0	1	1
Ohio Valley Conference	4	0	0	0	2	2	4
Kentucky Intercollegiate Athletic Conference	0	2	1	3	0	0	3
Independent	1	2	1	4	0	0	4
Other	0	1	0	1	0	0	1

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.

#### Department organization

Organizational structure.-- Questions concerning the organizational structure present within the different departments of physical education indicated that one-fourth of the sixteen colleges have a separate women's physical education department while the remaining three-fourths have a combined department of physical education with the men. Of this one-fourth, one was a

state-supported institution, one a church college, and two were other private colleges.

Number of full-time staff in physical education.-- A basic requirement of a good program is a sufficient number of qualified women engaged in teaching physical education. By consulting Table III one may readily obtain information concerned with averages of men and women employed on a full-time basis.

TABLE 3  
AVERAGE NUMBER OF STAFF ENGAGED IN  
TEACHING PHYSICAL EDUCATION<sup>a</sup>

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUPPORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>b</sup>	GROUP B <sup>c</sup>	GROUP C <sup>d</sup>	
Full-Time Men	12.50	3.50	3.00	3.55	6.50	18.66	6.75
Full-Time Women	4.66	1.50	1.50	1.55	4.00	6.00	2.68
Part-Time Men	5.16	.5	1.25	.727	12.50	2.00	2.43
Part-Time Women	1.00	.5	1.25	.818	.50	1.33	.875
Graduate Assistants (Men)	5.00	0	.50	.181	6.00	6.00	2.00
Graduate Assistants (Women)	1.83	0	.50	.181	1.00	3.00	.812

<sup>a</sup>All figures listed above represent averages of the total numbers listed by the respondents.

<sup>b</sup>Less than 5,000 students.

<sup>c</sup>5,000 to 8,000 students.

<sup>d</sup>More than 8,000 students.

Of the sixteen responding schools the majority have an average of 2.68 full-time women staff members as opposed to 6.75 full-time men staff members. These averages are somewhat misleading, however, as the number of women teachers ranged from one woman instructor in one institution to eight in another. Likewise, figures on employment of men on a full-time basis ranged from one in a private institution to twenty-five in a state-supported college. Seventy-five per cent of the institutions had less than three full-time women and in one case no women were engaged on a full-time basis. The remaining twenty-five per cent of the departments employed more than three women.

State-supported and private-church colleges employed three times as many full-time men as women while private-other colleges displayed a 2 to 1 ratio of men to women. Much of the significance of these relationships can be attributed to the fact that state-supported colleges were affiliated with men's varsity athletics in a much greater capacity than either of the other two groups of institutions. Thus the employment of coaches altered the picture.

Number of part-time staff in physical education.-- Of the men and women employed by the institutions for part-time instruction, men average 2.43 per school while women averaged .875. Here again, the range of individual schools differed considerably, and the employment of coaches, many schools considering them part-time physical education teachers, influenced responses.

State-supported colleges indicated a 5 to 1 proportion of part-time men to women, and private-church and private other institutions indicated a 1 to 1 relationship in part-time staff

employment. It should be mentioned that the questionnaire proved inadequate in defining what should be incorporated under full-time and part-time staff so far as coaching was concerned.

Number of graduate assistants.-- Graduate programs do not exist in ten of the responding four-year colleges. Of that number one state-supported, six private-church, and three private-other institutions were included. This left only six of the colleges and universities with a 2 to 1 ratio of men to women, enrolled in a graduate program and relieving teacher load as graduate assistants.

Required physical education or non-major activity programs

Another basic element in physical education is the activity program itself. Instructional requirements, the nature of the program, average size of classes and when offered, competency of instructors, freedom from conflict with other programs, and the adequacy of equipment for such a program were studied here.

Instructional requirements.-- The total number of students that must be accommodated through the required-elective physical education program, influences the scope of the program. How many semesters (or the equivalent) were required, and likewise, what groups of students could waive this requirement were examined in each school.

There seemed to be a general pattern in requirements for physical education. The majority of colleges studied required activity classes of all students with certain groups excused for selected reasons. Some of those exempted were students over 21 to 25 years of age, veterans of military service, and married women.

In one case activity classes were required only of freshmen students. When asked to specify institutional requirements for physical education, approximately 56 per cent of the colleges required it for two semesters or its equivalent, while the remaining 43.7 per cent varied in requirements from five courses of physical education to one general course.

Ten colleges in Group A required activity classes of all students, with certain groups excused, according to the requirements of the institution. All schools in Group B and C required physical education with the exception of one college that conducted an electives program for all except those enrolled in the College of Education and Nursing. Requirements of the schools classified by financial source and by enrollment are shown in Table IV.

All of the responding colleges, with the exception of one state-supported and one private-church college, required activity classes for two semesters or the equivalent of all students. However, four institutions exempted some groups of students for various reasons mentioned earlier.

TABLE 4  
INSTRUCTIONAL REQUIREMENTS FOR ACTIVITY PROGRAM

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUPPORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>a</sup>	GROUP B <sup>b</sup>	GROUP C <sup>c</sup>	
1- No Activity Classes At All	0	0	0	0	0	0	0
2- Activity Classes Are On A Pure Elective Basis	0	0	0	0	0	0	0
3- Activity Classes Required of Those Failing to Meet Certain Standards of Performance	0	0	0	0	0	0	0
4- Activity Classes Required of all Students with Certain Groups in School Excused from the Requirements	1	2	1	3	0	1	4
5- Activity Classes Required of All Students	4	3	3	7	2	1	10
6- Other Requirements	1	1	0	1	0	1	2

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.

Nature of the program.-- This section dealt with the purpose behind the conduction of each required physical education program. Attempts were made to determine if emphasis in this program was



primarily on the acquisition of particular skills, merely for participation, or a combination of both skill and participation.

Emphasis in physical education classes upon participation alone was noted by 6.25 per cent schools; twenty-five per cent signified emphasis was on skill alone; 67.5 per cent revealed emphasis was on both participation and skill, and 6.25 per cent specified that neither skill nor participation was accentuated. Table V contains the results of these findings.

TABLE 5  
NATURE OF THE PROGRAM

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUPPORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>a</sup>	GROUP B <sup>b</sup>	GROUP C <sup>c</sup>	
1- Emphasis in classes is on participation with little attention given to skill drills, etc	0	1	0	1	0	0	1
2- Emphasis is on Skill Development	1	1	2	3	0	1	4
3- Emphasis divided between participation emphasis and skill emphasis	4	4	2	7	2	1	10

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.

Two-thirds of the state-supported and private-church colleges concentrated on equal emphasis in participation and skill in their activity classes. Half of the private-other colleges emphasized skill alone.

Extent of co-educational classes.-- Four of the colleges limited activity classes to either men or women, two of those being women's colleges. Four colleges had some co-educational classes with most classes being taught on a separate basis according to sex. One college showed co-educational classes on a 50-50 framework. The remaining seven colleges specified that most classes were co-educational with only few exceptions.

When schools were classified according to financial support and enrollment, co-educational classes existed in 63.6 per cent of Group A and in all of Group B and C by degrees. Table VI shows these data.

TABLE 6  
EXTENT OF COEDUCATIONAL CLASSES

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUPPORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>a</sup>	GROUP B <sup>b</sup>	GROUP C <sup>c</sup>	
1- All activity classes limited to women or men; no mixed classes	0	2	2	4	0	0	4
2- Some mixed classes; most classes on a separate basis	2	1	1	3	0	1	4
3- Classes approximately 50-50 on a co-educational and separated basis	1	0	0	0	1	0	1
4- Most co-educational groups; some on a separate basis	3	3	1	4	1	2	7
5- All activity classes co-educational in nature	0	0	0	0	0	0	0

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.

Average size of activity classes.-- Of the total responding to this section, 43.7 per cent maintained average class sizes between 20-30 students. Of that percentage three were state-supported colleges and four were private institutions. Private colleges indicated

average class sizes of less than twenty students. One-fourth of the colleges averaged 30-40 pupils per class, and approximately twelve per cent conducted classes with 40-50 or more students per class. All of these within the last group were state-supported institutions.

Class sizes in Group A, less than 5,000 enrolled, varied widely. Three colleges indicated less than 20 in an activity class; four had 20-30 students, and three had 30-40 per class. Only one institution indicated more than 50 students in a class.

Those colleges in Group B, 5,000 to 8,000 enrolled, ranged in sizes of 30-50 while those in Group C, more than 8,000 enrolled, ranged 20-30 as an average. It is interesting to note that these last two groups of colleges are comprised only of state-supported institutions. Table VII deals with this information in aggregate.

TABLE 7  
AVERAGE SIZE OF ACTIVITY CLASSES

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUPPORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>a</sup>	GROUP B <sup>b</sup>	GROUP C <sup>c</sup>	
1- Less than 20	0	2	1	3	0	0	3
2- 20-30	3	2	2	4	0	3	7
3- 30-40	1	2	1	3	1	0	4
4- 40-50	1	0	0	0	1	0	1
5- More than 50	1	0	0	1	0	0	1

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.

Activity classes are offered.-- It was found that eleven of the colleges maintained activity classes only during the regular school day, while the remaining five conducted classes both during the regular school day and in the evening. Of the latter, three were state-supported colleges and two were private institutions.

Generally, 81.8 per cent of Group A conducted classes primarily during the school day, while only two colleges in Group B and C adhered to this. Table VIII contains the complete scope of this information.

TABLE 8  
ACTIVITY CLASSES OFFERED SCHOOL DAY AND AT NIGHT

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUPPORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>a</sup>	GROUP B <sup>b</sup>	GROUP C <sup>c</sup>	
1- During regular school day	3	5	3	9	1	1	11
2- At night	0	0	0	0	0	0	0
3- Both numbers 1 and 2	3	1	1	2	1	2	5

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.

Competency of instructors.-- Fifty per cent of the state-supported and seventy-five per cent of the private colleges felt that their activity instructors were well versed in the activities taught. Thirty-seven per cent of the total implied that some classes were poorly taught, but predominately instruction was indicated as good. Only one school out of the sixteen remarked half of the classes were well taught, with many classes being poorly taught. Generally, most of the colleges felt that instructors were well versed in the activities taught. Reference to this data is presented in Table IX.

TABLE 9  
 COMPETENCY OF INSTRUCTORS

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUP-PORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>a</sup>	GROUP B <sup>b</sup>	GROUP C <sup>c</sup>	
1- Activity teachers generally well versed in the activities taught	3	3	3	6	1	2	9
2- Some classes poorly taught, but generally most instruction is good	2	3	1	5	0	1	6
3- About half the classes are well taught and half poorly taught	1	0	0	0	1	0	1
4- A few classes are well taught; most classes poorly taught	0	0	0	0	0	0	0
5- All classes generally poorly taught	0	0	0	0	0	0	0

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.

Freedom from conflict with other programs.-- Table X shows that 81.2 per cent of the respondents felt that their activity classes could be adequately developed without conflicts from other instructional programs. Of this figure four were state-supported, five were private-

church, and four were private-other colleges. The remaining 18.7 per cent indicated that certain activity classes must be cancelled at times because of conflicts with activities having higher priority. Of this percentage, two were state-supported colleges and one was a private-church supported institution.

TABLE 10  
FREEDOM FROM CONFLICT WITH OTHER PROGRAMS

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUPPORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>a</sup>	GROUP B <sup>b</sup>	GROUP C <sup>c</sup>	
1- Activity schedule may be adequately developed without conflicts with other instructional programs	4	5	4	9	2	2	13
2- Certain activity classes must be cancelled at times because of conflicts with activities having higher priority	2	1	0	2	0	1	3
3- Other instructional programs given higher priority causes numerous cancellations	0	0	0	0	0	0	0
4- Activity program impossible because of conflict with other programs	0	0	0	0	0	0	0

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.



Adequacy of equipment.-- Three-fourths of the institutions indicated that they had sufficient equipment to satisfy the goals of the activity program effectively, while only one-fourth stated that equipment for this program was minimal and classes were, in some cases, hampered by the shortage.

Groups B and C signified that all activity classes had sufficient equipment to satisfy the goals of their required program. In Group A, 81.8 per cent felt this to be true while the remaining percentage indicated that equipment hampered the program. It is possible that this last group might be faced with problems of a financial nature, a factor to be examined later in this chapter. Table XI shows the responses of the various schools regarding adequacy of equipment.

TABLE 11  
ADEQUACY OF EQUIPMENT

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUPPORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>a</sup>	GROUP B <sup>b</sup>	GROUP C <sup>c</sup>	
1- Activity classes have sufficient equipment to meet the goals of the program effectively	5	4	3	7	2	3	12
2- Equipment is minimal and classes are hampered somewhat by shortages of equipment	1	2	1	4	0	0	4
3- Equipment is too limited to meet program goals effectively	0	0	0	0	0	0	0

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.

#### Intramurals for women

One of the most important questions related to the idea of expanding competition beyond a complete intramural sports program is that of the effect it might have on the existing intramural program. This is another basic feature of a sound physical education program. The following sections and tables represent the findings related to the present practices in intramural sports.

Activities included in the present intramural program.-- In an effort to secure a more complete portrayal of the intramural programs in the Kentucky colleges today, it was intended that the respondents indicate the activities offered in their intramural program by indicating an approximate number of participants in each sport. The intent was to show relationships of total participants to total enrollment of women. However, this had to be discarded because of insufficient information. What follows is a discussion of the activities that were checked with regard to occurrence, type of sport, and variation of sports included.

Those differences which did present themselves were mostly in the fields of individual and dual sports. The fact that these activities were less frequently included in the program was to be anticipated because of the need for more individual or special equipment for such activities. Also, more individuals can be reached with greater ease through team-type sports. Psychologically, there is more of a feeling of security and belonging when groups of our peers surround us, especially in considering how physically inept some of our students are upon entering college. In many instances the knowledge of team sports is all they are equipped with after leaving high school.

Four of the responding institutions included archery in the program; whereas, team sports such as basketball, volleyball, and softball were almost unanimously incorporated into all existing intramural programs to date, and were well supported with large numbers of participants. Group A had 69.6 per cent of its colleges

involved in the above three sports, and Group B and C had all but one school engaged in them. One state-supported college did not incorporate softball in their intramural program.

Few intramural programs included swimming. One notable exception was a college who reported four hundred active participants in the program. Other sports showing small participation were golf, table tennis, and tennis. None of the institutions utilized soccer in intramurals and only thirty-one per cent of these schools incorporated field hockey. The highest percentage was found to be in Group A with 27 per cent.

Track and field is also a sport engaged in by only a few colleges. The largest group offering track and field in intramurals was the state-supported institutions with three of the six schools including it in the program.

Sponsor of women's intramurals.-- Intramural programs vary in the colleges according to the chain of command. Fifty-six per cent of the schools studied have a full-time woman staff member to sponsor the women's intramural program; 6.25 per cent indicated a full-time man staff member; twenty-five per cent utilized a combination man and woman supervision; and 6.25 per cent indicated that women's intramurals was a cooperative effort of all the women on the staff, including graduate assistants. Eleven of these sponsors are directly responsible to the chairman of the physical education department; one indicated the sponsor was directly responsible to the vice-president of student affairs, and no response to this question was made by one private-other college.

Table XII shows these distributions. In light of size and support of colleges, no significance was found.

TABLE 12  
SPONSOR OF WOMEN'S INTRAMURAL PROGRAM

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUPPORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>b</sup>	GROUP B <sup>c</sup>	GROUP C <sup>d</sup>	
1- Full-time woman staff member	2	5	2	7	0	2	9
2- Full-time man staff member	1	0	0	0	0	1	1
3- Combination man and woman supervision	2	1	1	3	1	0	4
4- Graduate assistant or part-time staff member, man or woman	0	0	0	0	0	0	0
5- Student supervised	0	0	0	0	0	0	0
6- Other <sup>a</sup>	1	0	0	0	1	0	1

<sup>a</sup>Sponsorship is the responsibility of all women staff members, each directing a specific sport.

<sup>b</sup>Less than 5,000 students.

<sup>c</sup>5,000 to 8,000 students.

<sup>d</sup>More than 8,000 students.

Incentives for sponsoring intramural program.-- In fifty per cent of the total colleges there are no incentives offered in the way

of relief from normal teaching duties or extra pay given to sponsors of intramurals. Half of those sponsoring intramurals in state-supported colleges receive compensation for time spent in this duty; three of the six full-time sponsors in private-church schools receive no incentives, and only one of the full-time sponsors in private-other institutions is compensated in any fashion because of involvement in intramurals.

Of those receiving partial relief from normal teaching loads, two were state-supported, two were private-church and two were private-other. Only one respondent indicated that partial relief from teaching duties and extra pay for assuming the sponsorship was given.

Budget allotment for womens' intramurals.-- There is no budget designated specifically for womens' intramurals in ten of the responding colleges. Of that number, four are state-supported, four are private-church, and two are private-other colleges. Group A indicated 36.3 per cent had a specific budget, 63.6 per cent indicated no budget; Group B, fifty per cent had a designated budget; and Group C, twenty-five per cent indicated there was a specific budget allotment. The rest stated that funds limited the conduction of a more desirable program.

Of the state-supported schools, one indicated no financial support for intramurals, whether through the institution or through independent means. Three indicated lack of funds limited the women's program while one stated that the budget limited only certain desirable activities of the program.

Of the private-church colleges four denoted sufficient budget, another indicated that the budget limited but did not hinder the

program, and one that it limited the program significantly. In the private-other institutions, the budget was specified as adequate.

Adequacy of equipment.-- As Table XIII indicates, only 56.2 of the responding schools stated that no problem was encountered in providing sufficient equipment for the women's intramural program. Thirty-seven per cent stated that their equipment was minimal, and in some instances, limited the development of women's intramurals. One school failed to respond to the question. None of the schools indicated that equipment was so limited that only selected activities were possible. There was no significance indicated among the schools according to size or support.

TABLE 13  
ADEQUACY OF EQUIPMENT FOR WOMEN'S INTRAMURALS

QUESTIONS	NUMBER OF SCHOOLS WITH EACH RESPONSE						TOTAL RESPONSES
	STATE-SUPPORTED INSTITUTIONS	PRIVATE-CHURCH SUPPORTED INSTITUTIONS	PRIVATE-OTHER MEANS OF SUPPORT	ENROLLMENT			
				GROUP A <sup>a</sup>	GROUP B <sup>b</sup>	GROUP C <sup>c</sup>	
1- No problems encountered in providing sufficient equipment for activities in womens' intramural program	3	3	3	6	0	1	9
2- Equipment is minimal, in some instances, limits development of a good womens' intramural program	3	3	0	4	0	2	6
3- Equipment so limited that only selected activities possible in womens' intramural program	0	0	0	0	0	0	0
4- Equipment shortages largely prohibits womens' intramural program	0	0	0	0	0	0	0

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.

Priorities for use of existing facilities.-- The last section included under womens' intramurals dealt with acquiring the opinions of each respondent as to the order of priorities in their institution for the use of existing facilities. They were to indicate these



priorities by placing the listed programs in numerical order. Equal priority was allowed by placing the same number before two equally emphasized programs. Because of varying situations with regard to program handling among the responding colleges, some of the categories were not applicable, or separate facilities existed in several cases. Thus the averages that follow are lacking somewhat in continuity.

Rating in descending order the state-supported colleges considered (1) "men's varsity athletics," (2) "physical education activity courses," (3) "women's intramurals," (4) "men's intramurals," (5) "women's varsity athletics" (fifty per cent not applicable), (6) "free play for all students" to be the priority order.

Private-church institutions regarded (1) men's varsity athletics (33.3 per cent not applicable), (2) "physical education activity classes," (3) "men's intramurals," (4) "women's varsity athletics" (16.6 per cent not applicable), (5) "women's intramurals," (6) "free play for all students" their order.

Rankings for private-other colleges were: (1) "physical education activity classes," (2) "men's varsity athletics" (one-fourth not applicable), (3) "women's varsity athletics," (4) and (5) "men and women's intramurals (equal priority)," (6) "free play for all students."

Differences that were noted among the groups were concerned with opinions as to the order which the priorities should follow. For example, state-supported and private-church colleges listed "men's varsity athletics" as number one, while the private-other colleges thought that "physical education activity courses" took

precedence. With regard to enrollment, the only outstanding difference was noted in regard to the position of "women's varsity athletics". Group A, less than 5,000, and Group C, more than 8,000, indicated this program should hold a lesser position, preceeding men's and women's intramurals, men's varsity athletics and physical education activity courses.

#### Activities included in the present programs

In order to gain more perspective concerning the scope of each required-elective program, intramural and/or intercollegiate programs, a chart was devised with a listing of seventeen team and dual sports that could be offered in the three facets of the physical education program. Several spaces were left open for individual offerings that were not mentioned in the body of the chart; however, none of these showed any significance among the other responding colleges. Table XIV shows activities found in the program offerings.

With the exception of field hockey and softball, those sports with the least emphasis in Kentucky colleges and universities were individual and dual sports.

There were few responses to swimming (43.7 per cent). Of those that did respond various programs have to be arranged for one reason or another, possibly due to a facility problem, thereby producing difficulties in scheduling such an activity. Availability of facilities will be discussed further in the next section of this report. Some of the other sports falling into this category are bowling, golf, and archery, which have to be handled through other facility sources.

TABLE 14

 ACTIVITIES INCLUDED IN THE PHYSICAL EDUCATION PROGRAM  
 AND THE SCOPE OF COMPETITION FOR EACH ACTIVITY

SPORTS	STATE SUPPORTED INSTIT.			PRIVATE-CHURCH INSTIT.			PRIVATE-OTHER SUPPORT			ENROLLMENT									TOTAL RESPONSES					
	REQ.	INTRA.	INTER.	REQ.	INTRA.	INTER.	REQ.	INTRA.	INTER.	GROUP A <sup>a</sup>			GROUP B <sup>b</sup>			GROUP C <sup>c</sup>			REQ. -ELEC.		INTRAMURAL		INTERCOL.	
										REQ.	INTRA.	INTER.	REQ.	INTRA.	INTER.	REQ.	INTRA.	INTER.	No.	%	No.	%	No.	%
Archery	6	2	0	5	2	1	2	2	1	8	4	2	2	1	0	3	1	0	13	81.2	6	37.5	2	12.3
Badminton	6	6	0	5	2	0	2	2	0	8	5	0	2	2	0	3	3	0	12	75.0	10	62.5	0	0
Basketball	4	6	2	5	6	4	3	3	2	9	10	6	2	2	0	1	3	2	12	75.0	15	92.5	8	50.0
Bowling	6	2	1	4	2	1	2	1	0	7	3	1	2	0	0	3	2	1	12	75.0	5	31.2	2	12.3
Folk Dance	6	1	0	4	0	0	1	0	0	6	0	0	2	0	0	3	1	0	11	68.7	1	6.25	0	0
Modern Dance	6	1	0	3	0	0	2	0	0	6	0	0	2	0	0	3	1	0	11	68.7	1	6.25	0	0
Social Dance	4	0	0	2	0	0	1	0	0	3	0	0	2	0	0	2	0	0	7	43.7	0	0	0	0
Fencing	1	1	0	3	1	1	1	0	0	4	1	1	0	0	0	1	1	0	5	31.2	2	12.3	1	6.25
Golf	5	2	0	5	1	0	2	1	0	7	2	0	2	2	1	3	1	0	12	75.0	4	25.0	0	0
Gymnastics	6	1	1	4	1	1	2	1	0	7	2	0	2	0	0	3	1	1	12	75.0	3	18.7	1	6.25
Hockey (Field)	4	0	2	4	1	2	3	3	2	8	4	4	2	0	0	1	0	2	11	68.7	4	25.0	6	37.5
Softball	4	5	0	5	5	1	1	3	0	7	9	1	2	1	0	1	3	0	10	62.5	13	81.2	1	6.25
Speed Swimming	0	3	0	3	2	0	1	1	0	4	3	0	0	1	0	0	2	0	4	25.0	6	37.5	0	0
Syn. Swimming	2	2	0	1	2	0	0	0	0	1	2	0	0	1	0	2	1	0	3	18.7	4	25.0	0	0
Tennis	6	5	3	5	2	2	3	2	2	9	4	4	2	2	1	3	3	2	14	87.5	9	56.2	7	43.7
Track & Field	4	2	1	0	0	0	1	1	0	2	1	0	2	1	1	1	1	0	5	31.2	3	18.7	1	6.25
Volleyball	6	6	3	6	5	3	4	3	2	11	9	6	2	2	1	3	3	1	16	100	14	87.5	8	50.0

<sup>a</sup>Less than 5,000 students.<sup>b</sup>5,000 to 8,000 students.<sup>c</sup>More than 8,000 students.

Such sports as archery, badminton, bowling, folk and modern dance, golf, gymnastics, tennis and volleyball comprise a substantial segment of the state-supported institutions required-elective program.

Of the private-church colleges the most prevalent sports offerings seem to be archery, badminton, basketball, golf, softball, tennis and volleyball.

Private-other schools adhere more to team sports such as basketball, field hockey, volleyball and tennis. The selection of individual and dual sports appears somewhat less than in the other two categories.

Twelve sports were utilized by over half of Group A colleges in their required program. Three sports, all of which were team sports, had over half the colleges using them in intramurals, and only two sports were utilized by colleges in this group for intercollegiate participation.

In Group B, with the exception of fencing, speed and synchronized swimming, all sports were incorporated in the required program. Five sports were included by all of these schools in intramurals, and four sports, golf, tennis, track and field, and volleyball were offered intercollegiately for women.

All but one of the swimming activities was found in almost all of the required programs of Group C. Likewise, all sports, with few exceptions, were noted in intramurals and only six sports were utilized on an intercollegiate basis. However, none of the colleges participated in any one sport unanimously. It was interesting to note that only one college in this group offered field hockey in

the required program, none intramurally, yet two schools indicated field hockey to be a part of their intercollegiate program. In none of the other groups did this discrepancy arise.

There were some discrepancies noted with regard to certain sports being offered in the intramural program, as indicated in an earlier section and tabulations expressed in Table XIV. However, these were not drastically different, although some lack of reliability must be acknowledged.

In summary it was found that while all sixteen colleges utilized most of the sports listed at some level in their program, more concentration was found to be in team sport areas rather than individual and dual sports. Conjectures as to why they are not more widely used especially in intramurals could stem from several sources, one of which might be that more individual or special equipment must be used and funds do not permit their purchase. Another implication could be that fewer people are interested in individual and dual sports, owing to the fact that exposures in the past have been primarily in team sports. Still a third explanation for this lies obviously in a facilities shortage or the lack of adequate facilities.

As DGWS recommends, programs of the intramural and intercollegiate type should be an outgrowth of the required-electives program. By scanning the chart, it was found that several discrepancies arose in regard to this. In several instances intramurals and in one case intercollegiate competition was engaged in without having basis for them in the required program. It was interesting to note also that these differences were prevalent

among the team sports listed, with the exception of volleyball. This was the only team sport that had substantial backing from the required-elective program.

Facilities.-- The class program and the two extra-class programs could not possibly be effective in their purpose without the availability of appropriate facilities. This is another basic requirement of a good physical education program, and is conceivably one of the primary reasons why the institutions have failed to succeed in some aspects of their program. Tables XV, XVI, and XVII are broken down according to the three types of physical education programs. Within each table the information is further defined as to type of institution and enrollment.

For meeting the needs of the required-elective program, the most adequate of facilities listed by state-supported colleges were archery ranges, followed by running tracks and then tennis courts, swimming pools, and bowling alleys. Half of these schools felt that their gymnasiums and outdoor field areas were limiting to this program. The only facility that was outstandingly prohibitive was golf courses.

Among private-church supported colleges, the most adequate of facilities were bowling alleys, softball fields and outdoor fields adaptable for other team sports. Facilities were limiting to the majority in tennis courts, and prohibiting to some extent in running tracks and golf courses.

Private-other institutions, as a group, felt adequate in the areas of softball fields, other adaptable outdoor facilities for team sports, gymnasiums, golf courses and archery ranges. Two colleges

TABLE 15

FACILITIES  
ADEQUACY IN MEETING PROGRAM NEEDS  
(FOR MEETING TOTAL NEEDS IN REQUIRED/ELECTIVE PROGRAM)

FACILITY RATING	STATE SUPPORTED INSTIT.			PRIVATE-CHURCH INSTIT.			PRIVATE-OTHER SUPPORT			ENROLLMENT								
										GROUP A <sup>a</sup>			GROUP B <sup>b</sup>			GROUP C <sup>c</sup>		
	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING
1- Tennis Courts	3	2	1	2	5	0	1	2	1	3	7	1	1	1	0	2	0	1
2- Gymnasiums	2	3	1	3	2	1	2	1	1	5	4	2	1	1	0	1	1	1
3- Swimming Pools	3	3	0	3	1	2	1	1	2	4	3	4	1	1	0	2	1	0
4- Running Tracks	4	2	0	2	1	3	1	0	3	3	2	6	2	0	0	2	1	0
5- Golf Courses	1	1	4	1	2	3	2	1	1	4	2	5	1	0	1	1	0	2
6- Bowling Alleys	3	3	0	5	0	1	1	0	3	7	0	4	1	1	0	1	2	0
7- Archery Ranges	6	0	0	3	2	1	2	1	1	5	4	2	0	2	0	0	3	0
8- Softball Fields	2	3	1	4	2	0	3	1	0	7	4	0	1	1	0	1	1	1
9- Outdoor Fields Adaptable For Field Hockey, Soccer, Etc.	2	3	1	5	1	0	3	1	0	8	3	0	1	1	0	1	1	1

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.

TABLE 16

FACILITIES  
ADEQUACY IN MEETING PROGRAM NEEDS  
(FOR MEETING TOTAL NEEDS IN WOMENS' INTRAMURAL SPORTS)

FACILITY RATING	STATE SUPPORTED INSTIT.			PRIVATE-CHURCH INSTIT.			PRIVATE-OTHER SUPPORT			ENROLLMENT								
										GROUP A <sup>a</sup>			GROUP B <sup>b</sup>			GROUP C <sup>c</sup>		
	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING
1- Tennis Courts	3	2	1	0	4	2	1	2	1	2	6	3	2	0	0	1	1	1
2- Gymnasiums	2	3	1	2	1	3	1	1	2	3	3	5	1	1	0	1	1	1
3- Swimming Pools	4	2	0	3	0	3	1	1	2	4	2	5	1	1	0	2	1	0
4- Running Tracks	4	1	1	2	1	3	1	0	3	3	2	6	2	0	0	2	0	1
5- Golf Courses	1	1	4	1	3	2	2	0	2	4	3	4	1	0	1	1	0	2
6- Bowling Alleys	3	3	0	5	0	1	1	0	3	7	0	4	1	1	0	1	2	0
7- Archery Ranges	0	6	0	2	2	2	2	0	2	4	4	3	0	2	0	0	3	0
8- Softball Fields	2	2	2	3	2	1	3	0	1	6	4	1	1	1	0	1	1	1
9- Outdoor Fields Adaptable For Field Hockey, Soccer, Etc.	2	3	1	4	1	1	3	0	1	8	2	1	1	1	0	1	1	1

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.



TABLE 17

FACILITIES  
ADEQUACY IN MEETING PROGRAM NEEDS  
(FOR MEETING TOTAL NEEDS OF WOMENS' INTERCOLLEGIATE SPORTS)

FACILITY RATING	STATE SUPPORTED INSTIT.			PRIVATE-CHURCH INSTIT.			PRIVATE-OTHER SUPPORT			ENROLLMENT								
										GROUP A <sup>a</sup>			GROUP B <sup>b</sup>			GROUP C <sup>c</sup>		
	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING	ADEQUATE	LIMITING	PROHIBITING
1- Tennis Courts	2	2	2	1	3	2	1	2	1	2	6	3	1	1	0	1	1	1
2- Gymnasiums	3	1	2	2	1	3	2	0	2	4	3	4	2	0	0	1	0	2
3- Swimming Pools	3	2	1	3	0	3	1	0	3	4	2	5	1	0	1	2	1	0
4- Running Tracks	3	2	1	2	1	3	0	0	4	3	2	6	1	1	0	2	0	1
5- Golf Courses	1	1	4	2	2	2	1	0	3	4	2	5	1	0	1	1	1	2
6- Bowling Alleys	3	3	0	5	0	1	1	0	3	6	0	5	1	1	0	1	2	0
7- Archery Ranges	0	5	1	2	2	2	2	0	2	4	3	4	0	2	0	0	2	1
8- Softball Fields	2	3	1	3	2	1	2	0	2	7	2	2	1	1	0	1	1	1
9- Outdoor Fields Adaptable For Field Hockey, Soccer, Etc.	2	3	1	4	1	1	2	0	2	8	1	2	1	1	0	1	1	1

<sup>a</sup>Less than 5,000 students.

<sup>b</sup>5,000 to 8,000 students.

<sup>c</sup>More than 8,000 students.

indicated that tennis courts were the only apparent facility limitation, and swimming pools, running tracks, and bowling alleys were felt prohibiting by the majority of colleges in this group.

Of the colleges in Group A, less than 5,000 enrollment, outdoor facilities, bowling alleys, and gymnasiums appeared to be the most adequately supplied. Group B, 5,000 to 8,000 enrollment, indicated running tracks as the most adequate facility; however, the only facility thought to be prohibitive was golf courses. All others were limiting to some and archery ranges were limiting to all in this category. Group C, more than 8,000 enrollment, signified that archery ranges were limiting to all in the required program and golf courses prohibitive to two in this group. The most adequate areas were tennis courts, swimming pools, and running tracks.

For meeting the needs of the intramural program for women, facilities were in relatively the same state as in the required programs. The areas previously indicated as adequate in the required program were, by and large, adequate in the intramural program, with the exception of archery ranges in state-supported colleges. Private-church colleges were more limited in tennis courts, tracks, archery ranges, golf courses and gymnasiums for women's intramurals. Private-other institutions were hampered by limitations in the area of gymnasiums, and prohibited by the majority in swimming pools, running tracks, golf courses, bowling alleys and archery ranges. Groups according to enrollment displayed these similar trends.

Other than in one or two sports, intercollegiate competition is not widely acclaimed or incorporated in womens' programs, nor is the competition or "league" scheduling of any great intensity.

Therefore, most of the colleges, it is believed, were speculating when checking the chart dealing with facilities being adequate, limiting, or prohibiting to such a program for women. Such facts could not be available at this stage of development.

The most limiting facilities as noted by the state-supported colleges would be archery ranges, and outdoor playing fields for such sports as field hockey, softball, and soccer. A prohibitive area was said to be in golf courses.

Private-church colleges felt tennis courts, gymnasiums, swimming pools and running tracks to be their greatest drawback. While other private institutions saw that tennis courts would be limiting and most all of the other facilities would be prohibitive to intercollegiate sports for women by the majority.

According to the enrollment groups, the most significant facility inadequacy was noted by the majority of colleges in Group A, less than 5,000 enrollment.

In summary of the section on facilities it may be generally stated that state-supported colleges maintain a greater adequacy in most of the nine facility areas than did the private colleges. However, private colleges appeared to be more amply equipped with outdoor facilities such as softball, field hockey, and soccer playing areas.

For intramural usage, generally private institutions were hampered in areas such as archery ranges, tennis courts, running tracks, and bowling alleys, thus attributing to an explanation of why some of these corresponding sport areas were not offered intramurally.

By and large the colleges are not too well equipped for intercollegiate sports, especially for individual and dual sports. Facilities such as bowling alleys, golf courses, pools and tennis courts are not as available for this type of program. As to whether or not this situation might improve if competition were to become accelerated is purely speculative and further research would be necessary to determine if this did indeed occur.

## CHAPTER V

### CURRENT PRACTICES AND ATTITUDES TOWARD INTERCOLLEGIATE SPORTS FOR WOMEN

The attitudes of trained men and women physical education teachers in Kentucky toward additional competition opportunities in the present program is of great significance to this study. The last two sections of the questionnaire were set up to determine exactly how these educators feel about added competition; the desirability and feasibility of such a move. To incorporate such a program would involve solving such problems as benefits to the individual, administrative policies, available leadership, and the degree and scope of competition desired at the present time.

Current practices.-- In establishing a foundation for the attitudes of the participants of the questionnaire toward intercollegiate sports, it seems important to further examine the activities section in Chapter IV. Particular attention is directed to the number that participate in specific sports, and the total number of sports engaged in intercollegiately by the colleges of Kentucky.

In the six state-supported colleges intercollegiate sports for women included volleyball and tennis in three schools, basketball and field hockey in two, and bowling, gymnastics, and track and field in one.

Of those sports maintained on the intercollegiate level by the six private-church institutions, there are basketball (four schools), volleyball (three schools), field hockey and tennis (two schools), and bowling, fencing, and gymnastics (one school). It is noted that team sports are engaged in more than individual and dual sports.

Private-other institutions, of which there are four in Kentucky, incorporate into their women's intercollegiate program basketball in two schools, field hockey in two, volleyball in two, and tennis in two. The emphasis again was primarily on team-type sports.

According to enrollment, of the eleven colleges in Group A (those with less than 5,000 students), the following sports were engaged in by the indicated number of colleges: basketball-six; volleyball-six; field hockey-four; tennis-four; archery-two; bowling-one; fencing-one; and softball-one. Here again team sports take precedence in a larger number of colleges than the individual and dual sports. All of the colleges within this group are private institutions with the exception of one state-supported college.

Among the two colleges in Group B (5,000 to 8,000 students), both being state-supported schools, one utilizes golf, one tennis, one track and field, and one volleyball. All of these sports were conducted by the same institution, since the other college in this group does not have any sports on an intercollegiate basis thus far.

Group C, having three colleges with more than 8,000 students, stated that basketball, field hockey, tennis, bowling, gymnastics, and volleyball were the sports now offered on an intercollegiate basis. All of the colleges within this group were state-supported.

Attitudes toward added competition.-- The seventh section of the questionnaire and Table XVIII deals with the attitudes of the men and women physical education teachers surveyed by the questionnaire toward enlarging the scope of competition for college women in physical education programs of Kentucky. The focal point of this series of questions was centered primarily around administrative and organizational sanctioning of such an innovation, financial confrontations, and how well a program of this nature will be congruous with the existing program. The table represents the total response by all sixteen colleges. Since similar responses were observed by types of institution and enrollment, these data are reported by total of all sixteen colleges involved.

The following conclusions were drawn from the data:

1. Approximately 94 per cent of the respondents felt that there should be provisions made for intercollegiate athletics for women in our colleges. The remaining percentage was undecided.
2. Only 62 per cent felt that as their program existed now, it would be possible to maintain an intercollegiate level of competition. Of that percentage all State-Supported colleges agreed, fifty per cent of the Private-Church and twenty-five per cent of the Other-Private colleges were in agreement.
3. Sixty-two per cent of the respondents stated that if intercollegiate competition were to become more prevalent it would necessitate the hiring of additional faculty specifically for coaching purposes. Thirty-one per cent felt that their present staff was adequate enough to handle this additional program. The remainder was undecided.

TABLE 18

## GENERAL ATTITUDES TOWARD INTERCOLLEGIATE COMPETITION OPPORTUNITIES FOR WOMEN

QUESTIONS	YES		NO		UNDECIDED	
	No.	%	No.	%	No.	%
1- Do you feel that there should be provisions for intercollegiate athletics for women in our colleges?	15	92.5	0	0.	1	6.25
2- With regard to your program as it exists now, do you feel it advisable to have an intercollegiate level of competition?	10	62.5	5	31.2	1	6.25
3- If intercollegiate competition were to become more prevalent, would it necessitate the addition of new faculty specifically for coaching positions?	10	62.5	5	31.2	1	6.25
4- In your situation as it exists would your intramural program suffer if an intercollegiate program were also included?	3	18.7	11	68.7	2	12.3
5- Do you believe that your present college administration and organizational structure would react favorably toward intercollegiate sports for women?	9	56.2	4	25.0	3	18.7
6- Do you feel that your present administration would finance a women's intercollegiate program?	7	43.7	5	31.2	4	25.0
7- Would you like to see regional or conference tournaments arise from future accelerated intercollegiate competition?	5	31.2	6	37.5	5	31.2
8- In your opinion, do you feel that primary emphasis should be placed upon individual and dual sports for women in intercollegiate competition?	7	43.7	6	37.5	3	18.7
9- Do you feel that sports competition tends to lessen a girl's physical attractiveness or social status?	0	0.	16	100.	0	0.



TABLE 18--Continued

QUESTIONS	YES		NO		UNDECIDED	
	No.	%	No.	%	No.	%
10- Do you feel that the organization and administration responsibility should be assumed by a full-time woman staff member of the department of physical education?	13	81.2	0	0.	3	18.7
11- Do you think that it is justifiable to give financial assistance in any form to qualified and deserving women athletes?	3	18.7	8	50.0	5	31.2
12- In what ways do you believe intercollegiate sports competition would endanger the total program or the woman student?	9	56.2	3	18.7	4	25.0
13- Should there be a controlling body in intercollegiate athletics for women within each educational institution?	15	92.5	0	0.	1	6.25

4. Eleven of the sixteen colleges stated that an intercollegiate program would not delimit the present intramural program. Three felt that the innovation would, and two were undecided on this point.

5. Fifty-six per cent of the respondents indicated that the present college administration and organizational structure would react favorably toward intercollegiate sports for women.

6. Approximately forty-three per cent felt that the present administration would finance a program of this amplitude. Of that segment three from Group A and all of Group B and C were in accord.

7. A little over one-fourth of the colleges stated that they would like to see regional or conference type tournaments arise from this accelerated program. Of the remaining three-fourths, half were undecided.

8. Forty-four per cent were in agreement that the emphasis should be placed on individual and dual sports, whereas, 37.5 per cent felt that emphasis should be elsewhere.

9. All of the respondents felt that the physical attractiveness and social status of the individual would not be lessened due to participation in an organized intercollegiate sports program.

10. It was indicated by 81 per cent that the organization and administration of this type of program should be assumed by a full-time woman staff member of the department of physical education. The remaining percentage was undecided.

11. Fifty per cent of the colleges did not think it justifiable to give financial assistance, in any form, to qualified and deserving women athletes.

12. Fifty-six per cent felt that individuals in the program could be endangered by fewer playing opportunities for the unskilled, exploitation, commercialization and neglect of the physical education program at the expense of athletic responsibility.

13. Ninety-four per cent of the respondents agreed that there should be a controlling body in intercollegiate athletics within each educational institution. Fifty-six per cent of that number felt that it should be handled through the department of physical education for women.

Summary.-- The consensus of opinion appeared to favor provisions being made for intercollegiate sports for women. However, the inclusion of this type of program would involve several alterations with regard to increasing the number of women staff in several instances, the effect it would have on delimiting the intramural program, and budget support being handled through the institutions. Most respondents felt that their administration would sanction such a program for the women, but financial endorsement at the same level showed less assurance.

When seeking these opinions, the writer was aware of the fact that few of these possible respondents have had any experience with a woman's intercollegiate sports program. However, as was indicated, few had no pre-formed ideas to this particular area and it seems to be significant to this study to be informed of their ideas of what this program would affect. After all, this is of basic importance when such a program is considered.

Practices in existing programs of intercollegiate sports competition.-- Section eight dealt with the attitudes of teachers in

institutions where some degree of intercollegiate competition exists, whether in one or more sports. This section sets forth the replies recorded in Table XIX which represents the total response according all of twelve colleges now conducting intercollegiate competition for women.

Let it be emphasized here that twenty-five per cent of the responding colleges did not answer this last section of the questionnaire. Only those schools actively engaged in some form of intercollegiate competition replied.

Conclusions gleaned from these responses were as follows:

1. Fifty per cent of those engaging in intercollegiate sports for women stated that the budget was a part of the budget of the institution. However, 16.7 per cent indicated that it was not a part of the institution's budget and 33.3 per cent said to some extent.
2. As to whether or not the women's physical education department administered its own budget for this competitive program, 33.3 per cent indicated yes, fifty per cent indicated no, and 16.6 per cent indicated only to a degree.
3. Fifty per cent stated that there was a separate budget item specifically designated for intercollegiate sports for women. When asked if this allotment included other sources of support, three-fourths said no.
4. No college gave any financial assistance to women athletes.
5. Unanimous agreement was given by respondents that women must maintain certain academic standards to participate in intercollegiate sports for women.

TABLE 19

## PRACTICES IN EXISTING PROGRAMS OF INTERCOLLEGIATE SPORTS COMPETITION

QUESTIONS	YES		NO		TO SOME EXTENT	
	No.	% <sup>a</sup>	No.	% <sup>a</sup>	No.	% <sup>a</sup>
1- Is the budget for women's intercollegiate sports a part of the budget of the institution?	6	50.0	2	16.6	4	33.3
2- Does the women's physical education department administer its own budget for the competitive program?	4	33.3	6	50.0	2	16.6
3- Is a separate budget item specifically designated for intercollegiate sports for women?	6	50.0	6	50.0	0	0.
4- Does the budget include other sources of support?	3	25.0	9	75.0	0	0.
5- Are scholarships or financial assistance available to your women athletes?	0	0.	12	100.0	0	0.
6- Must the woman student who participates in intercollegiate sports maintain the academic standards required for participation in other major activities in which she might represent the institution?	9	75.0	2	16.6	1	8.33
7- Does the institution provide insurance protection for all members of competitive sports teams in intercollegiate competition?	7	58.3	5	41.6	0	0.
8- Are first aid services and emergency medical care available during all scheduled games, contests, or matches with other colleges?	11	91.6	0	0.	1	8.33
9- Does your institution require a health examination by a physician showing that the student has adequate health status for intercollegiate competition in a selected sport?	4	33.3	5	41.6	3	25.0

TABLE 19--Continued

QUESTIONS	YES		NO		TO SOME EXTENT	
	No.	% <sup>a</sup>	No.	% <sup>a</sup>	No.	% <sup>a</sup>
10- Is written permission by a physician required for a student to participate competitively following serious illness, injury, surgery?	5	41.6	6	50.0	1	8.33
11- Are women students prohibited from participating on men's intercollegiate sports teams?	5	41.6	5	41.6	2	16.6
12- Is a woman prohibited from competing against a man in a scheduled intercollegiate contest?	5	41.6	6	50.0	1	8.33
13- Is tournament participation confined to a geographical area of approximately 200 miles or less?	8	66.6	1	8.33	3	25.0
14- Are regularly scheduled practices maintained for each sport?	7	58.3	4	33.3	1	8.33
15- Does the season include a minimum of three and not more than twelve weeks of preliminary conditioning and instruction before contests with teams from other institutes are begun?	7	58.3	4	33.3	1	8.33
16- May a woman student participate as a member of an intercollegiate team and at the same time be a member of a team in the same sport outside the institution?	6	50.0	6	50.0	0	0.
17- Have the coaches had personal experience beyond high school or some form of college intramural level of competition?	6	50.0	3	25.0	3	25.0
18- Do coaches hold some form of D.G.W.S. officials ratings in the sports in which they coach?	3	25.0	8	66.6	1	8.33
19- Do you have a man assisting in some leadership capacity in relation to your sports program?	4	33.3	7	58.3	1	8.33
20- Are D.G.W.S. rules, or rules approved by D.G.W.S., used in the conduct of all intercollegiate sports contests?	11	91.6	0	0.	1	8.33

<sup>a</sup> All percentages represented above are based upon a total of twelve colleges that presently engage in some form of intercollegiate competition.

6. Seven of the twelve respondents said that their institution provided insurance protection for participants of competitive sports teams. Five stated no such provisions were made.

7. For the most part first aid and emergency services were available during all scheduled contests with other colleges.

8. Eleven of the twelve respondents indicated that medical examinations were compulsory for competitive sports; one said only to some extent. Written permission from a physician following illness, injury, etc., is required by approximately fifty per cent of the colleges.

9. Five colleges indicated that women were prohibited from participating on men's intercollegiate sports teams; two stated to some extent this was practiced. Forty-one per cent stated that a woman was not allowed to compete against a man in scheduled contests; fifty-eight per cent said this stipulation was in effect.

10. In approximately 91 per cent of the cases participation was confined to a geographical area of approximately 200 miles.

11. Two-thirds of the respondents indicated that regularly scheduled practices were maintained for each sport. They ranged in number from two to four practices per week. No specification was listed by the remaining one-third.

12. Five of the colleges said that there was at least a minimum of three weeks and not more than twelve weeks of preliminary conditioning and instruction before contests with other schools.

13. In one half of the cases, women students may not engage in team participation in the same sport outside the institution and still be considered a member of the intercollegiate team.

14. Approximately fifty per cent of the people coaching in women's intramural sports have had personal experience beyond high school or some form of college intramural level of competition; twenty-five per cent indicated that this was not the case with all coaches.

15. In two-thirds of the cases, coaches did not hold any form of D.G.W.S. officials' rating in the sport coached.

16. Fifty per cent of the colleges did not have any men assisting in some leadership capacity in the sports program.

17. With the exception of one private institution, most colleges were advocates of D.G.W.S. rules or rules sanctioned by D.G.W.S. in the conduct of all intercollegiate sports contests.

Summary.--- Of the twelve colleges participating in intercollegiate sports answering the questionnaire survey, six stated that their budget was a part of the institutional budget and a separate item. In only four of these colleges was the women's physical education department the administrator of this budget. By and large, this budget was not supplemented by any other means such as money from concessions, gate receipts, or fees.

Rules governing academic standards were maintained by all participants; rules governing compulsory medical examinations for competitive sports was adhered to by eleven of the twelve colleges; and rules governing the barring of women from men's intercollegiate sports teams was indicated by seven of the schools by degrees.



## CHAPTER VI

### SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

The primary purposes of the questionnaire study were to establish criteria for the conduction of intercollegiate sports, determine present conditions in Kentucky colleges in light of these criteria, seek out the attitudes of professional educators toward added competition, and to determine whether or not Kentucky institutions are ready for this type of program.

In order to examine existing programs of physical education for college women, questionnaires were sent to sixteen of the twenty-three four-year colleges in the State of Kentucky that agreed to participate. After tabulation of these data according to type of institution and enrollment, each college was then examined according to the selected criteria which were felt imperative to the establishment of intercollegiate programs for women. These included 1) leadership, 2) facilities, and 3) budget.

In light of the results of this study the following conclusions have been drawn:

1. Adequacy of equipment for women's required and intramural programs were indicated as sufficient in the conduction of these programs by the majority of colleges surveyed. However, some colleges were still hampered in program depth by this insufficiency.

2. Current practices indicated team sports to be the most popular of activities participated in by women on competitive levels; however, as indicated by the survey, more emphasis was desired in individual and dual sports.

3. It was indicated by the state-supported colleges that adequacy of financial support for women's intramurals was limited in maintaining a desirable program. The most adequate financial assistance was reported by the private institutions.

4. Institutional budgetary allotments appear to be one of the decisive factors in initiating an intercollegiate sports program for college women.

5. More of a variety of activities for women at all program levels was exemplified by the state-supported colleges as opposed to the private colleges.

6. Development of the required program met with few, if any, scheduling difficulties.

7. However, conflicts in the development of intramurals for women was noted with regard to the priority in usage of existing facilities.

8. Facilities appear to be a rather limiting factor, especially for individual and dual sports, when speaking in terms of adding extra-class programs in certain sport areas for most institutions responding to the survey.

9. At present in most of the responding institutions, women's staff was indicated as insufficient in numbers to accommodate an intercollegiate program of any depth.

10. Opinions of the respondents indicated that addition of the intercollegiate program would not delimit other facets of the program.

11. Slightly over one-half of those surveyed felt that their present administration would react favorably to a program of intercollegiate sports for women.

12. However, the attitudes toward the college administration financing such a program showed less of an assurance.

On the basis of these conclusions, the following recommendations are made:

1. that budgetary allotments for all facets of the women's program of physical education be placed upon a sounder basis in order to maintain a more substantial financial situation for further accelerated programs. A program of intercollegiate sports must be conducted and maintained upon insured institutional budgeting;

2. that serious attention be given to future facility planning for expanded intercollegiate programs for women. As situations exist now, facilities available for women's use in intramural and intercollegiate sport areas are greatly hampered because of priority in usage. These existing facilities cannot permit further expansion of programs. It is necessary therefore, that consideration be directed to this major problem area;

3. that if intercollegiate programs are to be an outgrowth of required and intramural programs, certain team sports--volleyball, softball, and basketball--are undoubtedly the most logical for extensive intercollegiate programs in Kentucky. However, from a

budgetary point of view, individual and dual sports, gymnastics, and similar activities are far more practical. It is recommended that Kentucky colleges and universities devote considerable emphasis on a sound basis for these latter sports in their institutions;

4. that a healthy balance between teaching responsibilities and coaching responsibilities must be maintained among those involved in intercollegiate sports. The philosophy that appropriate relief from teaching responsibilities and/or financial remuneration must prevail. Additional women staff members are needed in practically every institution if the scope of intercollegiate competition is to grow beyond the present "informal" program;

5. that studies should be made to determine the possibilities of enriching the present programs of physical education for women, not only in our colleges but in our high schools as well;

6. that additional studies be made of Kentucky colleges to determine more specific factors contributing to the lack of competitive opportunities for college women; and

7. that until such time as there is a sanctioning of the proposed acceleration of competition for women, efforts be directed toward acquainting the administration to DGWS and its guidelines for the conduction of intercollegiate sports, since expansion of budget and facilities are dependent upon their leadership.

APPENDIX A

DOUBLE POSTCARD

## Initial Inquiry

In partial fulfillment of the requirements for the Masters Degree in Physical Education at Western Kentucky University, I am conducting a survey on the attitudes toward the desirability and feasibility of conducting intercollegiate competition in some sports on a limited scale as a part of the program of physical education for college women.

Your name has been suggested as one well qualified to participate in this study.

On the attached card, please indicate your willingness to cooperate by answering a short questionnaire dealing with this topic.

I will ( ), will not ( ), be interested in answering a questionnaire on this topic.

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

APPENDIX B

LETTER

WESTERN KENTUCKY UNIVERSITY  
Bowling Green, Kentucky

Department of Physical Education,  
Health, and Recreation

Dear :

Several weeks ago you indicated your willingness to cooperate in a study concerned with attitudes toward the desirability and feasibility of conducting intercollegiate competition in some sports on a limited scale as a part of the program of physical education for college women.

This study is being done as a partial fulfillment of the Masters Degree in Physical Education from Western Kentucky University, Bowling Green, Kentucky. The results of the questionnaire will be used as a part of my thesis dealing with the girls program. The responses will be treated confidentially and data handled in aggregate. It is advised that you read through the entire questionnaire before attempting to answer any section. Please feel free in addition to answering these questions to make any comments.

If at all possible, please return the completed questionnaire in the enclosed self-addressed envelope at your earliest convenience, as I am planning to complete my thesis by the end of the spring semester. Thank you for your time and consideration in responding.

Sincerely,

Leigh F. Kieffer



APPENDIX C

DEPARTMENT OF PHYSICAL EDUCATION, HEALTH, AND RECREATION  
 WESTERN KENTUCKY UNIVERSITY  
 Bowling Green, Kentucky 42101

INTRODUCTION AND DEFINITION OF TERMS

RESPONDENT: \_\_\_\_\_

I. GENERAL INFORMATION

A. Institution: \_\_\_\_\_

B. Type of Institution (please specify one);

- \_\_\_\_ 1. State Supported  
 \_\_\_\_ 2. Private - Church Supported  
 \_\_\_\_ 3. Private - Other

C. Enrollment (specify number);

- \_\_\_\_ 1. Men  
 \_\_\_\_ 2. Women

D. Mens' Varsity Athletics Affiliation;

- \_\_\_\_ 1. No Varsity Athletics  
 \_\_\_\_ 2. Southeastern Conference  
 \_\_\_\_ 3. Ohio Valley Conference  
 \_\_\_\_ 4. Kentucky Intercollegiate Athletics Conference  
 \_\_\_\_ 5. Independent  
 \_\_\_\_ 6. Other (please specify): \_\_\_\_\_

II. DEPARTMENT ORGANIZATION

A. Organizational Structure;

- \_\_\_\_ 1. Separate women's physical education department  
 \_\_\_\_ 2. Combined department with men  
 \_\_\_\_ 3. No department of physical education

B. If number 3, above, was checked, to whom are the physical education and athletic programs immediately responsible:

\_\_\_\_\_

C. Number of Full-Time Staff in Physical Education;

- \_\_\_\_ 1. Men  
 \_\_\_\_ 2. Women

D. Number of Part-Time Staff in Physical Education;

- \_\_\_\_\_ 1. Men  
\_\_\_\_\_ 2. Women

E. Number of Graduate Assistants;

- \_\_\_\_\_ 1. Men  
\_\_\_\_\_ 2. Women

III. REQUIRED PHYSICAL EDUCATION OR NON-MAJOR ACTIVITY PROGRAMS

A. Instructional Requirements (please check only one);

- \_\_\_\_\_ 1. No activity classes at all  
\_\_\_\_\_ 2. Activity classes are on a pure elective basis  
\_\_\_\_\_ 3. Activity classes required of those failing to meet certain standards of performance: Requirement: \_\_\_\_\_  
\_\_\_\_\_ 4. Activity classes required of all students with certain groups in school excused from the requirements: Requirement: \_\_\_\_\_  
\_\_\_\_\_ 5. Activity classes required of all students: Requirement: \_\_\_\_\_  
\_\_\_\_\_ 6. Other requirements (please specify): \_\_\_\_\_

B. Nature of the Program (please check only one);

- \_\_\_\_\_ 1. Emphasis in classes is on participation with little attention given to skill drills, etc.  
\_\_\_\_\_ 2. Emphasis is on skill development  
\_\_\_\_\_ 3. Emphasis divided between participation emphasis and skill emphasis

C. Extent of Co-educational Classes (please check only one);

- \_\_\_\_\_ 1. All activity classes limited to women or men; no mixed classes  
\_\_\_\_\_ 2. Some mixed classes; most classes on a separate basis  
\_\_\_\_\_ 3. Classes approximately 50-50 on a co-educational and separated basis  
\_\_\_\_\_ 4. Most co-educational groups; some on a separate basis  
\_\_\_\_\_ 5. All activity classes co-educational in nature

D. Average Size of Activity Classes (please check only one);

- \_\_\_\_\_ 1. Less than 20  
\_\_\_\_\_ 2. 20-30  
\_\_\_\_\_ 3. 30-40  
\_\_\_\_\_ 4. 40-50  
\_\_\_\_\_ 5. More than 50

E. Activity Classes are Offered (please check only one);

- 1. During regular school day
- 2. At night
- 3. Both numbers 1 and 2

F. Competency of Instructors (please check only one);

- 1. Activity teachers generally well versed in the activities taught
- 2. Some classes poorly taught, but generally most instruction is good
- 3. About half the classes are well taught and half poorly taught
- 4. A few classes are well taught; most classes poorly taught
- 5. All classes generally poorly taught

G. Freedom from Conflict with other Programs (check one);

- 1. Activity schedule may be adequately developed without conflicts with other instructional programs
- 2. Certain activity classes must be cancelled at times because of conflicts with activities having higher priority
- 3. Other instructional programs given higher priority causes numerous cancellations of activity classes, or prohibits the development of a well-rounded activity program
- 4. An activity program is impossible because of conflict with other programs

H. Adequacy of Equipment (check one);

- 1. Activity classes have sufficient equipment to meet the goals of the program effectively.
- 2. Equipment is minimal and classes are hampered somewhat by shortages of equipment.
- 3. Equipment is too limited to meet program goals effectively.

IV. INTRAMURALS FOR WOMEN (INCLUDES W.R.A. AND/OR W.A.A. ACTIVITIES)

A. Does your institution have such Intramural programs?

- 1. Yes
- 2. No



H. Adequacy of Financial Support (check one);

1. Budgetary allowances for the womens' intramural program is sufficient  
 2. Budgetary support limits certain desirable activities in the womens' intramural program  
 3. Lack of funds limits the womens' intramural program significantly  
 4. Budgetary limitations prohibits the womens' intramural program from developing to any responsible extent

I. Adequacy of Equipment (check one);

1. No problems are encountered in providing sufficient equipment for the activities in the womens' intramural program  
 2. Equipment is minimal, and in some instances, limits the development of a good womens' intramural program  
 3. Equipment is so limited that only selected activities are possible in the womens' intramural program  
 4. Equipment shortages largely prohibits women ' intramural program

## J. Freedom from Conflict from other Programs;

Place in numerical order the priorities in your institution for use of existing facilities. Indicate equal priority by placing the same number before the two equal programs:

- Men's Varsity Athletics  
 Women's Varsity Athletics  
 Physical Education Activity Courses  
 Men's Intramurals  
 Women's Intramurals  
 Free play for all students

V. ACTIVITIES

Please check below the activities you include in your required and/or elective physical education program for women, intramural program for women, and intercollegiate sports program for women:

Activities	Required and/or Elective Physical Education	Intramural Sports	Intercollegiate Sports*
Archery			
Badminton			
Basketball			
Bowling			
Dance, Folk			
Dance, Modern			
Dance, Social			
Fencing			
Golf			
Gymnastics			
Hockey (Field)			
Softball			
Swimming (Speed)			
Swimming (Synchronized)			
Tennis			
Track and Field			
Volleyball			
Others:			

\*Any activity beyond intramural competition, such as sports days, telegraphic meets, etc., should be considered as intercollegiate.

VI. FACILITIES

Please indicate below the number of facilities available for required-elective physical education, womens' intramural sports, and intercollegiate sports for women. PLEASE DO NOT OVERLOOK OFF-CAMPUS FACILITIES. Adequacy for each program should be judged in terms of whether sufficient facilities are available for use when they are needed. All conflicts should be considered; e.g., men's intercollegiate athletics.

FACILITY	RATING	ADEQUACY IN MEETING PROGRAM NEEDS			TOTAL NUMBER AVAILABLE FOR VARIOUS PROGRAMS			
		FOR MEETING TOTAL NEEDS IN REQUIRED-ELECTIVE PHYSICAL EDUCATION	FOR MEETING TOTAL NEEDS IN WOMENS' INTRAMURAL SPORTS	FOR MEETING TOTAL NEEDS IN WOMENS' INTERCOLLEGIATE SPORTS	TOTAL NUMBER OWNED BY INSTITUTION	TOTAL NUMBER AVAILABLE FOR REQUIRED-ELECTIVE PHYSICAL EDUCATION CLASSES	TOTAL NUMBER AVAILABLE FOR WOMEN INTRAMURALS	TOTAL NUMBER AVAILABLE FOR WOMENS' INTER-COLLEGIATE SPORTS
TENNIS COURTS	adequate limiting prohibiting							
GYMNASIUMS	adequate limiting prohibiting							
SWIMMING POOLS	adequate limiting prohibiting							
RUNNING TRACKS	adequate limiting prohibiting							



VI. FACILITIES (CONTINUED)

FACILITY	RATING	ADEQUACY IN MEETING PROGRAM NEEDS			TOTAL NUMBER AVAILABLE FOR VARIOUS PROGRAMS			
		FOR MEETING TOTAL NEEDS IN REQUIRED-ELECTIVE PHYSICAL EDUCATION	FOR MEETING TOTAL NEEDS IN WOMENS' INTRAMURAL SPORTS	FOR MEETING TOTAL NEEDS IN WOMENS' INTERCOLLEGIATE SPORTS	TOTAL NUMBER OWNED BY INSTITUTION	TOTAL NUMBER AVAILABLE FOR REQUIRED-ELECTIVE PHYSICAL EDUCATION CLASSES	TOTAL NUMBER AVAILABLE FOR WOMEN INTRAMURALS	TOTAL NUMBER AVAILABLE FOR WOMENS' INTER-COLLEGIATE SPORTS
GOLF COURSES	adequate limiting prohibiting							
BOWLING ALLEYS	adequate limiting prohibiting							
ARCHERY RANGES	adequate limiting prohibiting							
SOFTBALL FIELDS	adequate limiting prohibiting							
OUTDOOR FIELDS	adequate limiting prohibiting							
ADAPTABLE FOR FIELD HOCKEY, SOCCER, ETC.	adequate limiting prohibiting							

## VII. ATTITUDES

The following section is primarily concerned with general attitudes toward intercollegiate competition opportunities for women. (Please respond to each question which follows by placing an "X" in the appropriate column.)

Yes	No	Undecided	
_____	_____	_____	1. Do you feel that there should be provisions for intercollegiate athletics for women in our colleges?
_____	_____	_____	2. With regard to your program as it exists now, do you feel it advisable to have an intercollegiate level of competition?
_____	_____	_____	3. If intercollegiate competition were to become more prevalent, would it necessitate the addition of new faculty specifically for coaching positions?
_____	_____	_____	4. In your situation as it exists would your intramural program suffer if an intercollegiate program were also included?
_____	_____	_____	5. Do you believe that your present college administration and organizational structure would react favorably toward intercollegiate sports for women?
_____	_____	_____	6. Do you feel that your present administration would finance a women's intercollegiate program?
_____	_____	_____	7. Would you like to see regional or conference tournaments arise from future accelerated intercollegiate competition?
_____	_____	_____	8. In your opinion, do you feel that primary emphasis should be placed upon individual and dual sports for women in intercollegiate competition?
_____	_____	_____	9. Do you feel that sports competition tends to lessen a girl's physical attractiveness or social status?
_____	_____	_____	10. Do you feel that the organization and administration responsibility should be assumed by a full-time woman staff member of the department of physical education?

## VII ATTITUDES (CONTINUED)

Yes	No	Undecided	
_____	_____	_____	11. Do you think that it is justifiable to give financial assistance in any form to qualified and deserving women athletes?
_____	_____	_____	12. In what ways do you believe inter-collegiate sports competition would endanger the total program or the woman student? (If "yes," check as many as are appropriate): <input type="checkbox"/> Neglect of the physical education program at the expense of athletic responsibility <input type="checkbox"/> Fewer playing opportunities for the unskilled <input type="checkbox"/> Commercialization <input type="checkbox"/> Exploitation <input type="checkbox"/> Unfavorable image of physical education <input type="checkbox"/> Other (please specify): _____
_____	_____	_____	13. Should there be a controlling body in intercollegiate athletics for women within each educational institution? If so, who? (check one): <input type="checkbox"/> Department of physical education for women <input type="checkbox"/> Department of health, physical education, and recreation <input type="checkbox"/> Department of athletics <input type="checkbox"/> Recreation or athletic association <input type="checkbox"/> College or university faculty committee <input type="checkbox"/> Administrators of college <input type="checkbox"/> Outside agencies <input type="checkbox"/> Others (please specify): _____

VIII. PRACTICES IN EXISTING PROGRAMS OF INTERCOLLEGIATE SPORTS  
COMPETITION

The following section should be answered if your college or university engages in women's intercollegiate competition in some form, whether in one or more sports.

Yes	No	To Some Extent	Items
_____	_____	_____	1. Is the budget for women's intercollegiate sports a part of the budget of the institution?
_____	_____	_____	2. Does the women's physical education department administer its own budget for the competitive program?
_____	_____	_____	3. Is a separate budget item specifically designated for intercollegiate sports for women?
_____	_____	_____	4. Does the budget include other sources of support? please specify: _____
_____	_____	_____	5. Are scholarships or financial assistance available to your women athletes?
_____	_____	_____	6. Must the woman student who participates in intercollegiate sports maintain the academic standards required for participation in other major activities in which she might represent the institution?
_____	_____	_____	7. Does the institution provide insurance protection for all members of competitive sports teams in intercollegiate competition?
_____	_____	_____	8. Are first aid services and emergency medical care available during all scheduled games, contests, or matches with other colleges?
_____	_____	_____	9. Does your institution require a health examination by a physician showing that the student has adequate health status for intercollegiate competition in a selected sport?
_____	_____	_____	10. Is written permission by a physician required for a student to participate competitively following serious illness, injury, surgery?

## VIII. (CONTINUED)

Yes	No	To Some Extent	Items
_____	_____	_____	11. Are women students prohibited from participating on men's inter-collegiate sports teams?
_____	_____	_____	12. Is a woman prohibited from competing against a man in a scheduled inter-collegiate contest?
_____	_____	_____	13. Is tournament participation confined to a geographical area of approximately 200 miles or less?
_____	_____	_____	14. Are regularly scheduled practices maintained for each sport? If yes, circle the number per week -- 2      3      4      5
_____	_____	_____	15. Does the season include a minimum of three and not more than twelve weeks of preliminary conditioning and instruction before contests with teams from other institutes are begun?
_____	_____	_____	16. May a woman student participate as a member of an intercollegiate team and at the same time be a member of a team in the same sport outside the institution?
_____	_____	_____	17. Have the coaches had personal experience beyond high school or some form of college intramural level of competition?
_____	_____	_____	18. Do coaches hold some form of D.G.W.S. officials ratings in the sports in which they coach?
_____	_____	_____	19. Do you have a man assisting in some leadership capacity in relation to your sports program?
_____	_____	_____	20. Are D.G.W.S. rules, or rules approved by D.G.W.S., used in the conduct of all intercollegiate sports contests?

RETURN \_\_\_\_\_ TO:

Leigh F. Kieffer; Department of Physical Education, Health, and Recreation; WESTERN KENTUCKY UNIVERSITY; Bowling Green, Kentucky 42101.

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